DOCUMENT RESUME

ED 341 296 FL 800 444

TITLE Teaching Adults with Limited English Skills: Progress and Challenges.
INSTITUTION Office of Vocational and Adult Education (ED), Washington, DC. Div. of Adult Education and Literacy.
PUB DATE Oct 91
NOTE 81p.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *Adult Literacy; Adult Students; Annotated Bibliographies; Demography; Demonstration Programs; *English (Second Language); Enrollment; *Federal Programs; Government Role; *Limited English Speaking; *Literacy Education; State Programs; Teacher Education Programs

ABSTRACT

A summary of current demographic trends, best practices, and federal initiatives in adult literacy is presented as a reference for practitioners in the field who are involved in delivering education services to adults with limited English skills. The report is based on U.S. Department of Education annual state adult education statistical and performance reports, summaries of selected special research, demonstration and teacher training projects, conversations with state and local English-as-a-Second-Language (ESL) instructors and administrators, professional organizations, state directors of adult education, and reports from federal compliance reviews and site visits. This report contains chapters on: the ESL program in adult education; state perspectives on issues and actions; promising practices; and federal commitment. Appended are excerpts from the Adult Education Act; a list of state directors of adult education and ESL consultants; ESL enrollments by state; an annotated bibliography of selected ESL demonstration and teacher training projects; suggested resources; and a bibliography that contains 13 references. (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ADULT LEARNING & LITERACY

ED341296

TEACHING ADULTS WITH LIMITED ENGLISH SKILLS:

PROGRESS AND CHALLENGES

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

FL 800444

BEST COPY AVAILABLE

ADULT LEARNING & LITERACY

TEACHING ADULTS WITH LIMITED ENGLISH SKILLS:

PROGRESS AND CHALLENGES

U. S. Department of Education
Office of Vocational and Adult Education
Division of Adult Education and Literacy

OCTOBER 1991

3

INTRODUCTION

The Division of Adult Education and Literacy, located in the U. S. Department of Education's Office of Vocational and Adult Education, prepared this summary of current demographic trends, best practices, and Federal initiatives as an easy reference for practitioners in the field who are involved in delivering education services to adults with limited English skills. Adult educators are encouraged to use the report to assist in providing quality English as a Second Language (ESL) programs to a sector of the population that is undergoing dramatic growth.

This report is based on U.S. Department of Education annual State adult education statistical and performance reports; abstracts of selected special demonstration and teacher training projects funded under Section 353 of the Adult Education Act; findings from Federally supported research and demonstration projects; conversations with experienced State and local English as a Second Language instructors and administrators, professional organizations, and State Directors of Adult Education; and reports from Federal compliance reviews and site visits.

The instructional program of English as a Second Language (ESL)—also known as English for Speakers of Other Languages (ESOL)—has been described as "a special field within adult education, with its own body of research, theories, methods and techniques."1/ Its clients are diverse in ethnic, educational and socioeconomic backgrounds. Teaching a group of adults with such a wide range of cultural origins and skill levels poses unusual challenges and opportunities.

Within the adult education community, ESL programs are gaining visibility and importance as the pool of potential clients grows rapidly. In 1980, there were an estimated 6.8 million limited English proficient (LEP) adults in the U.S. An analysis of 1980 census data projects that by the year 2000, there will be an estimated 17.4 million limited English proficient adults.2/ These population trends are mirrored in ESL enrollments, which have increased from 19 percent of total adult education enrollment in 1980 to 34 percent in 1989.

1/ ESL Curriculum Guide, The Free Library of Philadelphia, October 1988.
2/ Willette, Haub and Tordella, "Estimates and Projections of the Limited English Proficient Population in Need of Employment Training," October 1988.

ESL COMPONENTS OF THE ADULT EDUCATION ACT

1964 The Adult Basic Education Program was established in Title II-B of the Economic Opportunity Act (P.L. 88-452). Title II-B was permissive, offering States the option for ESL instruction to move "toward elimination of the inability of all adults to read and write English."

1966 Congress enacted the Adult Education Act (P.L. 89-750), which codified Title II-13 of the 1964 statute. It also expanded the program to adults with limited English proficiency, and authorized grants for special experimental demonstration projects and for teacher training.

1972 The Adult Education Act was amended (P.L. 92-318) to authorize grants to support planning, pilot and demonstration projects providing adult education for Indians. In addition, the U.S. Department of Education issued administrative clarification to States (Program Memorandum AB73-4, September 14, 1972) on the legality and priority of ESL classes.

1974 The Adult Education Act was amended (P.L. 93-380) to require that State adult education plans include special assistance for persons of limited English-speaking ability by providing bilingual programs.

1978 Further amendments (P.L. 95-561) required that 10 percent of State grants be used for demonstration and teacher training, including "methods for educating persons of limited English-speaking ability...." They also authorized a State grant program for education of Indochinese refugees.

1981 The first discretionary ESL programs were initiated to meet the language and literacy needs of a larger number of immigrants, including Indochinese refugees and Cuban/Haitian immigrants.

1988 Congress again amended the Adult Education Act (P.L. 100-297), expanding the scope to include, among other things, an English Literacy Grants Program to support services to limited English proficient adults and their families.

1991 Congress enacted new legislation (P.L. 102-73), the National Literacy Act of 1991. Provisions include an increase from 10 to 15 percent in the State set-aside for special demonstration and teacher training projects, with emphasis on training professional educators of adults with limited English proficiency.

The history of adult ESL programs can be traced to 1964. The first statute that established adult basic education programs, the Economic Opportunity Act of 1964, gave States the legal authority to use Federal funds "toward elimination of the inability of all adults to read and write English." At that time, most adult ESL students were literate immigrants and university students.

In the 1960s, the U.S. began its first large-scale direct refugee resettlement—the Cuban Refugee Program—which increased overall legal immigration. Not until large numbers of Southeast Asian refugees arrived from rural Vietnam, Cambodia, and Laos in the late 1970s, however, did ESL programs become a priority. That wave of immigrants included many who were non-literate in their native language. The legislative history of ESL adult education has largely tracked these immigration trends, as shown in the chronology on page 2.

The Adult Education Act, which this year celebrates its 25th anniversary, remains the major Federal program that provides basic education and literacy skills to adults 16 years of age and over. It includes language in three different sections that specifies and responds to the need for Federal assistance to States to improve educational opportunities for adults of limited English proficiency. The text of applicable sections of the Adult Education Act is contained in Appendix A on page 57.

The responsibility for helping limited English proficient adults learn to communicate better in English is shared by Federal, State, and local agencies, businesses, and other community-based and professional organizations. Responsibility for administering Federal funds under the Adult Education Act rests with the U.S. Department of Education, Office of Vocational and Adult Education (OVAE), Division of Adult Education and Literacy.

The States and Territories bear the primary responsibility for program implementation, however, since education for limited English proficient adults is integral to the Adult Education Act. Each State or Territory has a designated official responsible for implementation of the Act. A list of these officials, State Directors of Adult Education, is included in Appendix B on page 58. Also included is a listing of State ESL specialists in adult education offices.

CONTENTS

EXECUTIVE SUMMARY 7

THE ESL PROGRAM IN ADULT EDUCATION 11

STATE PERSPECTIVES ON ISSUES AND ACTIONS 25

PROMISING PRACTICES 39

FEDERAL COMMITMENT 47

CONCLUSION 53

APPENDICES 54

Appendix A: Excerpts from the Adult Education Act
Appendix B. State Directors of Adult Education and ESL Consultants
Appendix C: ESL Enrollments by State
Appendix D: Annotated Bibliography of Selected ESL Demonstration and Teacher Training Projects
Appendix E: Suggested Resources
Appendix F: References

FIGURES

Figure #1: Adult Education Enrollment
Figure #2: Adult Education Enrollment by Program Type
Figure #3: Growth in ESL Enrollment
Figure #4: ESL Enrollment Concentrations
Figure #5: Progress of ESL Students
Figure #6: Profile of Legalization Applicants

EXECUTIVE SUMMARY

OVERVIEW

English as a Second Language (ESL), or English for Speakers of Other Languages (ESOL), is the fastest growing and most multi-dimensional sector of the adult education program in the United States. ESL enrollment nearly tripled between 1980 and 1989, when it exceeded one million students. Currently one of every three students enrolled in adult education participates in ESL instruction.

The primary objective of ESL programs is to teach the student how to communicate in the English language, or to improve basic and literacy skills. That includes oral and listening skills, and the ability to read and write English. A frequent barrier, however, is the absence of basic skills in any language. For example, New York City estimates that 27 percent of its ESL students are non-literate in their native language. Such students need instruction simultaneously both in native language basic skills and in English.

The ESL profession has made considerable progress in rising to meet the challenge of rapid growth in demand for services over the past decade. Among the signs of progress are an increase in the number of State adult ESL specialists and an increase in ongoing staff development and teacher training activities. Curricula and instructional strategies have been re-evaluated and restructured to better meet the literacy, language, cultural and educational needs of limited English proficient adults.

A statistical profile of the "typical" ESL student is an immigrant of Hispanic heritage, probably living in California, and enrolled in beginning level ESL class. This "typical" student is often as unfamiliar with the American culture as he or she is with the English language. This poses a special challenge for instructors of adult ESL programs. In addition, classes are increasingly multi-level, meaning that students representing a variety of languages and cultures, and various levels of language proficiency, are enrolled in a single class.

STATE PERSPECTIVES ON ISSUES AND ACTIONS

Enactment of the Immigration Reform and Control Act of 1986 (IRCA) ushered in a new phase of U.S. immigration history that has profoundly affected the course of adult education in America. It established procedures by which undocumented immigrants who lived in the U.S. before 1982 could become legal permanent residents. Nearly 70 percent of the immigrants who applied for temporary resident status were from Mexico, and more than half of those settled in California.

Most States have felt some impact of IRCA on their ESL enrollments. Many States—especially those with the highest concentrations of limited English proficient residents— are responding in creative ways. Four such States were asked to identify critical issues currently challenging State and local ESL programs, and actions they have taken that hold promise for wider use. Foremost among the issues they described were accessibility, assessment, staff development, and language teaching methodology and curriculum development. The States also identify a number of additional ESL issues as potential subjects for future exploration.

This report highlights practices in four adult education programs that have ESL components. Each of the programs has been recognized for its effectiveness. One of the projects is the Sweetwater Union High School District in Chula Vista, California, which has a high concentration of students with limited English proficiency. It was selected as a winner of the Secretary's Awards for Outstanding Adult Education Programs in 1988. The other three projects discussed have been funded under the National Workplace Literacy Program for the past three years. These projects are the Northwest Educational Cooperative, in Chicago, Illinois; Massachusetts Workplace Education Initiative in Quincy, Massachusetts; and the Skills Enhancement Literacy Project of Hawaii, in Honolulu, Hawaii.

PROMISING PRACTICES

A resource that States have drawn upon heavily to develop and improve ESL programs is Section 353 of the Adult Education Act which supports special demonstration and teacher training projects. The 1988 amend-

ments to the Act required that 10 percent of Federal funds be spent on teacher training and special demonstration projects. The National Literacy Act of 1991 increases that percentage to 15 percent, and specifies that two-thirds of the 15 percent be spent for teacher training, with an emphasis on educators of limited English proficient adults.

Section 353 projects are those that use innovative methods or have national significance in promoting adult education programs, or those that involve training activities for adult education program staff. Examples include workplace literacy handbooks, ESL curricula, and packages that teach volunteers how to tutor students in English conversational skills. An annotated bibliography of 29 selected ESL-related special demonstration projects is included as Appendix D on page 69.

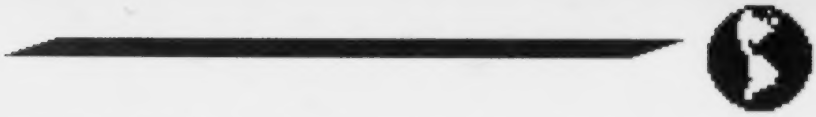
FEDERAL COMMITMENT

The Federal Government is committed to assisting limited English proficient adults obtain the education they need to become self-sufficient, productive citizens. This commitment is being demonstrated in the Department's implementation of two major initiatives: *AMERICA 2000, An Education Strategy*, which is a comprehensive plan for revitalizing American education announced by President Bush and Secretary of Education Lamar Alexander in April 1991; and the National Literacy Act of 1991, which substantially amends the Adult Education Act. Both will have an impact, either directly or indirectly, on ESL adult education programs.

An ongoing Federal activity of specific benefit to the ESL community is an active research and demonstration program. Since 1989, the Department has awarded five major contracts to identify and disseminate information on effective practices and programs for limited English proficient adults. These contracts involved studies of migrant farmworkers, testing and assessment, a National English Literacy Demonstration Program for limited English proficient adults, an Adult Basic Education and English as a Second Language teacher training project, and support for a National Clearinghouse on Literacy Education for limited English proficient.

CONCLUSION

Considerable progress is evident over the past decade toward creating



accessible, high-quality education opportunities for non-native speakers of English. These accomplishments offer a good foundation for additional advances that must be made if the Nation is to respond effectively to a number of challenging trends that seem certain to shape the future of adult education in America. Demand for ESL services will continue to escalate, along with the number of students who are not literate in their native language. In response, research efforts will be intensifed, States will continue to seek innovative ways to stretch available resources, and coordination between programs and various service agencies will, of necessity, become a way of life.

By the year 2000, an estimated 17.4 million limited English proficient adults will be living in the U.S. Immigrants will make up 29 percent of the new entrants into the labor force between now and the year 2000--twice their current share. Immigrants will represent the largest share of the increase in the population and the workforce since World War I. These workers, concentrated in the South and West, are likely to reshape local economies dramatically. Any shortcoming in education and training required for a skilled workforce will limit productivity growth and the ability to compete in the global marketplace. The Nation can ill afford to shortchange the education needs of this sector of the adult population.

THE ESL PROGRAM IN ADULT EDUCATION

PURPOSE AND SCOPE

The primary purpose of English as a Second Language instruction is to enable adults who are limited English proficient to become competent in communicating in English. Adequate English language skills are essential for adults to become productive and responsible parents, employees, and citizens in the United States.

The target population of the English as a Second Language (ESL) program is limited English proficient adults. The definition of this population, as contained in the Adult Education Act (P.L. 100-297), is:

> *"An adult or out-of-school youth who has limited ability in speaking, reading, writing, or understanding the English language and (A) whose native language is a language other than English; or (B) who lives in a family or community environment where a language other than English is the dominant language."*

Of the nearly 3.3 million adults enrolled in adult education programs, 1,121,704, or more than one third, are enrolled in English as a Second Language (ESL) or English for Speakers of Other Languages (ESOL) programs. The U.S. Census Bureau reports that more than one million new immigrants entered the U.S. legally in 1989, and that number has increased each year for the past decade. Demand for adult education services by adults with limited English skills is therefore almost certain to continue to increase.

Every State offers some instruction in English as a Second Language. States with high concentrations of limited English proficient individuals, such as California and Texas, have comprehensive programs with a wide variety of offerings for many skill levels at multiple locations. Other smaller States, such as Kentucky and North Carolina, may offer only a limited number of ESL classes. These States may have only a small number of non-native speakers of English, a shortage of qualified instructors, or be

unable to offer classes in locations easily accessible to potential students. (See ESL enrollments chart in Appendix C on page 68.)

SIGNS OF PROGRESS

In the 10 years since education for adults with limited English proficiency began to be recognized as a priority, progress has been made in enhancing the quality of services offered. For example:

- Forty States and Territories now have an ESL specialist or consultant--more than double the number 10 years ago.
- ESL staff development opportunities and teacher training activities for ESL have increased significantly, to the point where they now constitute a majority of all Section 353 special demonstration and teacher training projects. (Results of this include adult learning and resource centers, ESL Institutes, professional conferences, and State and local workshops.)
- Curricula and instructional strategies have been re-evaluated and restructured to better meet the literacy, language, cultural and educational needs of limited English proficient adults.
- Programs are more sharply focused on learners' needs and individual learning styles.
- Assessment of students for language, literacy, achievement, and placement purposes is a higher priority.
- The focus has shifted from providing basic skills and English instruction to individuals to that of assisting all members of the family through Family English Literacy programs.

These positive indicators are a useful reference point in assessing State and local program progress to date. They also can help practitioners to identify promising practices and model programs for replication across the country, and to prepare the delivery system in other ways to meet heavy future demand for instruction and services for limited English proficient adults.

THE STUDENTS

The vast majority of limited English proficient students enrolled in adult ESL classes are immigrants. They come from diverse ethnic and cultural

backgrounds, representing almost as many countries as dot the globe. Other groups commonly represented in adult ESL classes include permanent residents, and political and economic refugees.

Unlike the immigrants of the 1970s, the immigrants of the 1980s are, for the most part, educationally disadvantaged rural villagers. Most fall into one of three categories: nonliterates, who cannot read or write in any language; semiliterates, who have the equivalent of a few years of formal education and minimal literacy skills; and non-Roman alphabetic literates, who are fully literate in their own language (such as Lao or Chinese) but who need to learn the Roman alphabet.

The largest group of immigrants enrolled in ESL programs who have recently come to the U.S. are primarily from Southeast Asia, Mexico, Central America and the Caribbean. Their reasons for coming to the United States vary widely. Some come to join other family members. Others come for political, social or economic reasons.

The second group of immigrants who commonly seeks ESL program services is those who have lived in the United States for years but have not learned to communicate in English. They may have varied educational and professional backgrounds, ranging from advanced degrees to little or no formal education.

According to 1990 Census statistics, 9 percent of the total U.S. population of 248.7 million is Hispanic, compared to 6.4 percent in 1980. The largest number of Hispanics reside in California, but Texas, New York, and Florida also have Hispanic populations of one million or more. Hispanic communities are diverse and include Mexicans, Puerto Ricans, Cubans, Central Americans, and South Americans.

Hispanics are also the least educated language group in the U.S. More than 7 million Hispanics age 16 and older--50 percent of all Hispanic adults --are functionally illiterate, according to recent statistics published in *SER America.* 3/ More than 200,000 Hispanics are added to this pool each year as a result of immigration and high school dropout rates. In 1989, this ethnic

3/ SER AMERICA, Hispanic Literacy Fact Sheet, Dallas, TX, Spring 1989.

group constituted 65 percent of the limited-English speaking population enrolled in adult ESL classes.

The other major immigrant group receiving ESL services is Asians. Asians, or Pacific Islanders, account for 2.9 percent of the total U.S. population, according to the 1990 Census, compared with 1.5 percent in 1980. The Asian population, which includes Chinese, Korean, and Japanese, is concentrated in California, New York, and Hawaii. The remaining immigrant population consists primarily of Haitians, Afghans, Ethiopians, East Europeans, Soviet Jews, and Amerasians.

Adults have many reasons for enrolling in ESL classes. Many want to become more employable or improve skills for an existing job. Others may want only to be able to communicate in English with family or friends. Many adults want to pass the citizenship test or complete their academic education. Other factors that motivate adults to learn English, cited in an Iowa Department of Education study 4/, include the desire to increase personal standing in America, to help children with school work, and to increase self-confidence.

ENROLLMENT TRENDS

Since 1980, adult education enrollment has increased 58 percent, from 2.1 million to more than 3.3 million (see Figure 1). Of the three components of

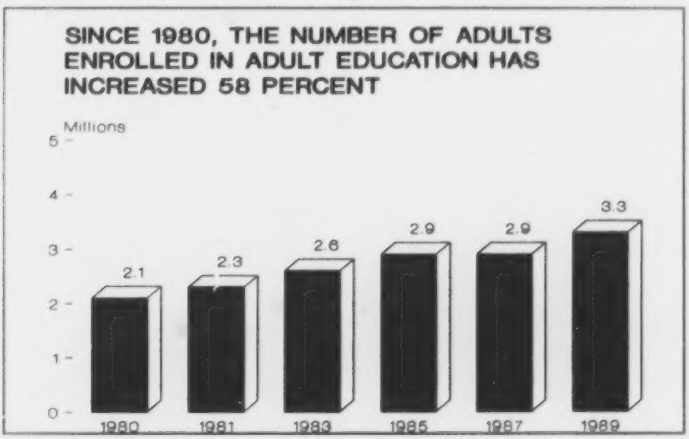


Figure 1

4/ Beder and Valentine, Iowa ESL Students: A Descriptive Profile, 1987.

adult education programs--Adult Basic Education, English as a Second Language, and Adult Secondary Education--ESL experienced the largest increase in enrollment, from 19 percent of total enrollment in 1980 to 34 percent in 1989 (see Figure 2). ESL programs thus exert a substantial enrollment demand on the present adult education system (see Figure 3).

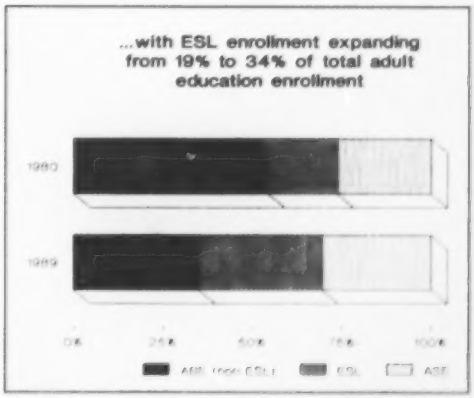


Figure 2

In 1989, six States--California, Florida, Texas, New York, Illinois, and New Jersey--together served 80 percent of all students in the Federally funded adult education program (see Figure 4). In nine States--California, Arizona, Connecticut, Illinois, Maryland, Nevada, New Jersey, Oregon, and Texas--limited English proficient students represented more than 60 percent of the total adult basic education enrollment. Enrollment statistics by State are contained in Appendix C.

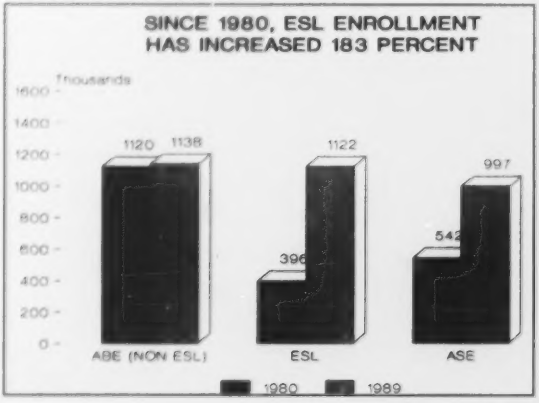


Figure 3

California has experienced especially dramatic changes in population and adult ESL education enrollment as a result of immigration. The State Department of Finance Population Research Unit and the U.S. Census Bureau both estimate that half of all undocumented persons in the U.S. live in California. Since 1980, California has absorbed 26 percent of all legal

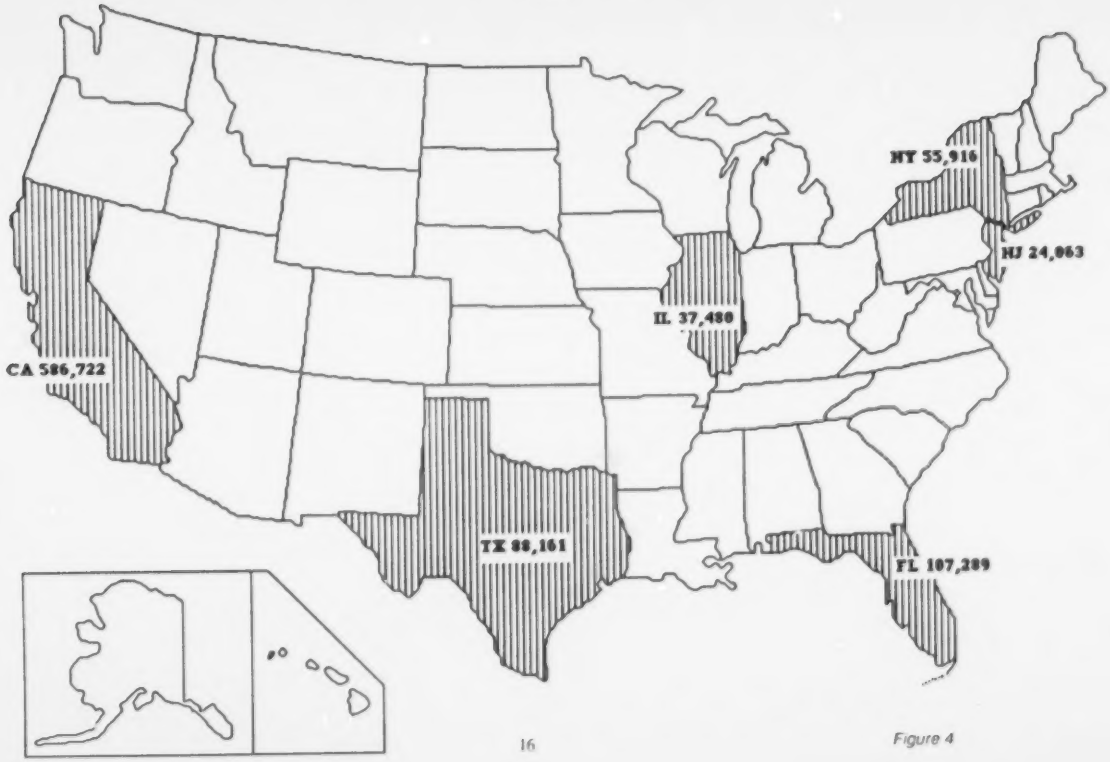

ESL ENROLLMENT CONCENTRATIONS
1989
NY 55,916
NJ 24,963
IL 37,480
CA 586,722
TX 88,161
FL 107,289

Figure 4

immigration into the U.S.

A majority of ESL students are enrolled in beginning level classes. For example, in 1989, 63 percent of the total 903,741 ESL students nationwide were in the beginning level program. Twenty-five percent were intermediate level ESL students, and 12 percent were working at the advanced level. Twenty-one percent completed the instructional level in which they initially enrolled, and 53 percent continued to progress in the same instructional level.

Experience suggests that ESL students are highly motivated. According to statistics filed by States with the U.S. Department of Education, 21 percent completed the instructional level in which they initially enrolled, and 53 percent continued to progress in the same instructional level. Only 26 percent left the program before completing an instructional level or meeting their objectives (see Figure 5).

Beginning ESl instruction is designed for an adult who has limited or no proficiency in the English language. Instructional emphasis is on listening and speaking. Literacy skills, reading and writing are introduced at this level.

Intermediate ESL instruction is designed for an adult with some competence in communicating in English. Instruction in reading and writing is integrated with ongoing development of speaking and listening skills.

Advanced ESL is for adults who are able to communicate in English but who need instruction in usage. At this level, emphasis is placed on idioms, language for specific purposes, and grammatical structure. Reading and writing instruction is integrated with speaking and listening.

ADULT EDUCATION STUDENT PROGRESS (ESL)
(Program Year 1988-89, 32 States)

INSTRUCTIONAL LEVEL (A)	NUMBER ENTERED (B)	NUMBER COMPLETED (C)	NUMBER PERSISTED (D)	NUMBER EXITED (E)	NUMBER MOVING TO HIGHER LEVEL (F)
Beginning	572,866	119,447 21%	306,348 53%	149,605 26%	47,566 8% * 40% ◊
Intermediate	226,672	48,688 21%	117,860 52%	60,050 26%	30,216 13% * 62% ◊
Advanced	104,203	20,564 20%	56,150 54%	28,219 27%	13,989 13% * 68% ◊

* Percentage of Starters
◊ Percentage of Completers

EXPLANATORY NOTES:

COLUMN B. Number of participants starting at each level. Only participants who complete 12 or more hours of instruction or met their objectives in less time are counted. Each participant is reported only once during the program year being counted.

COLUMN C. Number of starting participants that completed the instructional level.

COLUMN D. Number of starting participants continuing to progress in same instructional level.

COLUMN E. Number of starting participants continuing to progress in same instructional level.

COLUMN F. Number of starting participants that completed level and moved to a higher instructional level.

Figure 5

PROGRAM DESIGN

Many limited English proficient adults have difficulty adjusting to the American classroom setting. Having instructors who are professionally trained and culturally sensitive can ease this adjustment and positively affect student learning. For that reason, among others, it is preferable for ESL instructors to have some knowledge of the language, culture, and customs of the students they teach.

Language and literacy instructors in adult ESL programs usually have a cultural background that mirrors that of their students. Many are bilingual and of the same ethnic group as their students.

In addition, instructors of adult ESL classes are expected to have specialized professional competencies. For example, professional qualifications of ESL instructors include proficiency in spoken and written English, and knowledge of language teaching principles and methodology.

Personal qualities which effective adult ESL instructors commonly possess include sensitivity to the values and cultures of their students; sensitivity to the interests and needs of different age groups; awareness of different styles of learning; and consideration of students' special needs, based on individual abilities and educational backgrounds. They must also be willing to serve as counselors, for in many instances counseling is an important factor in retaining students.

To acquire these specialized proficiencies and qualities, ESL instructors participate in staff development opportunities and teacher training activities offered through professional organizations, conferences, State and local workshops, ESL Institutes, and staff development centers.

ESL classroom instruction may be offered in a student's native language or exclusively in English. A majority of adult ESL programs teach exclusively in English. However, native language instruction is common in many classes where the students are all from the same language background.

Classes are increasingly multi-level and provide instruction for beginning, intermediate, and advanced levels, with specified goals and objectives for each level of instruction. Multi-level classes are also commonly character-

ized by a variety of languages and cultures represented. The trend toward multi-level ESL classes will likely continue in the foreseeable future. Multi-level classes challenge instructors: they require a high degree of innovation in teaching techniques to compensate for the differentials in skill levels; and they challenge instructors to identify or adapt resources that facilitate learning in a multi-level setting.

Another common characteristic of many ESL classes is an open-entry, open-exit enrollment policy. This makes motivation to learn an important factor in the success of both individual students and the program.

Instructors use a variety of approaches, techniques, and education technologies to meet the specific learning styles and needs of their students. Most of the approaches to teaching adult ESL classes emphasize oral language skills, and focus on language functions, communicative competence, and grammatical forms or structures. Listening, speaking, reading, and writing skills are taught with instructional materials that primarily use a life skills content, especially for beginning level ESL programs.

Program offerings may include a wide array of instruction in citizenship, ESL literacy, life and basic skills, workplace and family literacy, vocational, and academic ESL. Educational technologies such as computers, video, and audio are used to enhance student learning. Language learning labs, individualized tutoring, and use of volunteers and bilingual aides also help to reinforce and supplement instruction.

Computer-assisted instruction is an important learning tool at the Adult Learning Center operated by the Arlington, Virginia , Education and Employment Program. Computer assisted language learning motivates adult learners because it is flexible, individualized, and stimulates a variety of interactions

Curricula frequently include competency-based instruction, which emphasizes basic and life skills--for example, shopping at a supermarket or riding public transportation. Curricula are also usually learner-centered--that is, based on the personal needs, goals and interests of each individual student.

Professional adult ESL instructors agree that materials and methods designed for teaching literacy to native English speakers generally are not appropriate for limited or non-English speakers. This concern was voiced repeatedly at a series of national public forums on the adult education delivery system sponsored by the U.S. Department of Education in early 1991. ESL programs have unique needs. Even after more than ten years of experience with ESL literacy programs, there remains a shortage of commercially available materials for teaching literacy to immigrant students. As a result, instructors have, of necessity, become quite resourceful, frequently adapting materials designed for native English speakers for use with students who cannot read textbooks or copy words from the blackboard.

Instruction takes place in a variety of settings, including adult learning centers, business and industry sites, correctional facilities, community-based organizations, libraries, public schools, and community colleges. Public schools and community colleges are the major ESL service providers. Adult ESL programs provide flexible course scheduling, offering classes in the morning, afternoon, evening, and sometimes even on the weekends. Classes are generally scheduled in locations most convenient to students. It should be noted, however, that course scheduling and accessibility to classes vary widely from program to program. Due to limited funding and resources, too few sites are available for the demand.

The best ESL programs couple instruction with critical support services that make it easier for students to enter or progress through adult education programs. These support services include child care and transportation; job referral and placement assistance; personal, career, and academic counseling with bilingual counselors; and flexible class scheduling. Support services are available in most programs, but vary from program to program.

COORDINATION

Many ESL service providers have established excellent working relationships with other adult education programs, as well as with local health agencies, community based organizations, social service agencies, employment and training agencies, academic institutions, and business and industry. Typical coordination activities include sharing facilities and space, financial support, referral of students, job training and hiring of program graduates, and student support services such as child care.

However, as pointed out by numerous testifiers at the public forums sponsored by the U.S. Department of Education in early 1991, the need for additional coordination is great. A study by the COSMOS Corporation 5/ conducted under contract to the Department of Education has identified 77 Federal programs in 11 Federal agencies that authorize or support adult education services.

An example of testimony on coordination that was particularly relevant to the ESL community was given by Suzanne Griffin, State Director of Adult Education in Washington, at the public hearing held in Seattle. She said:

> *"The United States Department of Education did not play an active role in designing the delivery of educational programs for eligible legalized aliens (ELAs) even though ESL and citizenship classes for these adults were mandated by the Federal legislation. As a result, State education agencies struggled to design programs which met conflicting regulations between Health and Human Services and Immigration education while responding to clients' needs. Local education agencies served adult learners the best they could while regulations fluctuated over who could be served, what services were eligible for funding, what information had to be reported, and what the rate of reimbursement should be. We'll never know how many ELAs went unserved because the burdensome reporting process of the State Legalization Impact Assistance Grant program forced some local education agencies in this State to stop providing the classes."*

5/ COSMOS Corp.,"Study of Federal Funding Sources and Services for Adult Education," October 1990.

A report on those public forums 6/, published by the Department in August 1991, summarizes recommendations from the field to improve coordination.

ASSESSMENT

Assessment and monitoring of student progress is ongoing in most ESL programs. Formal and informal assessments are conducted when students enter programs and at intervals to help instructors determine student progress.

Historically, standardized assessment instruments, which offer the advantages of validity and reliability, have been the most common form of assessment. Adult educators must consider nontraditional forms of assessment as well, however, if they are to obtain the most accurate measure of the adult learner's skills and educational needs. Examples of highly effective nontraditional assessment options are interviews; ratings of student performance based on observable tasks such as speech production and writing samples, and student portfolios. There is no consensus among ESL professionals on any one best method of assessing the literacy, language, and cultural needs of this population.

The Adult Education Act, as amended by the National Literacy Act (P.L. 102-73), now requires States to evaluate 20 percent of Federally-assisted Adult Basic Education (ABE) and English as a Second Language (ESL) programs each year. These evaluations must include data from standardized tests to determine program effectiveness. There are many standardized tests currently in use, as pointed out in a recent report completed for the Department by Dr. Thomas Sticht.7/ Yet only a few have been developed for use by adult ESL program providers. Most of the standardized and normed tests are not sufficiently sensitive to the specifics of what is being taught in the program. For this reason, many programs are searching for alternatives. There is a desire for more curriculum-based assessment so that learners' "true" gains can be measured.

6/ U.S. Department of Education, A Summary Report: National Forums on the Adult Education Delivery System, Washington, DC, August 1991.

7/ Sticht, Thomas, Testing and Assessment in Adult Basic Education and English as a Second Language Programs, January 1990.

The Sticht report reviews the standardized tests most widely used by ESL programs. The most commonly used are the Basic English Skills Test (BEST), English as a Second Language Oral Assessment (ESLOA), and Comprehensive Adult Student Assessment (CASAS) Life Skills Listening instrument. Sticht lists the advantages and disadvantages in using each test. However, he does not rank them or make recommendations. Assessment is an area in need of additional research and development, as discussed in the next chapter.

STATE PERSPECTIVES ON ISSUES AND ACTIONS

Most States have experienced an increase in the number of limited English proficient adults in their education programs. In some States the increase has been massive. Most of these students are new residents of the U.S., here as immigrants, refugees, and seasonal or migrant farmworkers.

Enactment of the Immigration Reform and Control Act (IRCA) of 1986 ushered in a new phase of U.S. immigration history which has significantly affected the course of adult education in America. The IRCA legislation established procedures by which undocumented immigrants who had resided in the U.S. continuously since before January 1, 1982, could become legal permanent residents of the U.S. These procedures are known as the legalization, or amnesty, process.

The State Legalization Impact Assistance Grant (SLIAG) program, authorized under IRCA and administered by the Department of Health and Human Services, has had the single greatest impact on demand for services. It required undocumented individuals living in the U.S. prior to 1982 to fulfill English and civics education requirements before they could apply for permanent residence.

Data issued by the U.S. Immigration and Naturalization Service in May 1991 show that the vast majority--nearly 70 percent--of the 1,760,943 immigrants who applied for temporary resident status under IRCA were from Mexico. Eight percent of the applicants were from El Salvador. Most were male, between 20 and 40 years of age, and never married. A majority were machine operators or unskilled laborers (see Figure 6). More than half (54 percent) of all those who applied resided in California, and 17 percent in Texas.

Although the SLIAG appropriation ends in fiscal year 1992, the demand for education services from these newly legalized persons continues to be high. These events have compelled States to reexamine their services to limited English proficient adults. With few exceptions, States are taking innovative and aggressive actions to meet this demand.

CHARACTERISTICS OF LEGALIZATION APPLICANTS

COUNTRY OF CITIZENSHIP

Mexico	1,229,016	70%
El Salvador	143,070	8%
Guatemala	52,544	3%
Columbia	26,363	1.5%
Phillippines	19,077	1%
Dominican Rep.	18,273	1%
Poland	17,014	1%
Nicaragua	16,026	1%
Haiti	15,947	1%
Iran	14,637	1%
Other	208,990	12%
TOTAL	**1,760,943**	**100%**

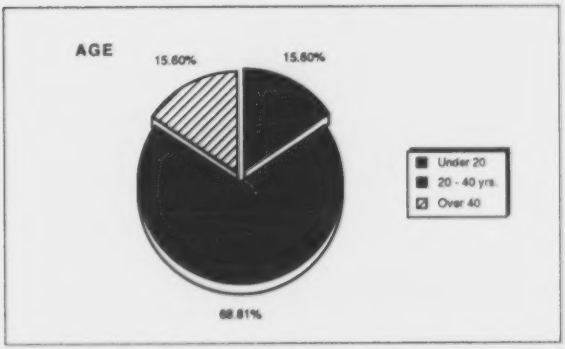
OCCUPATION

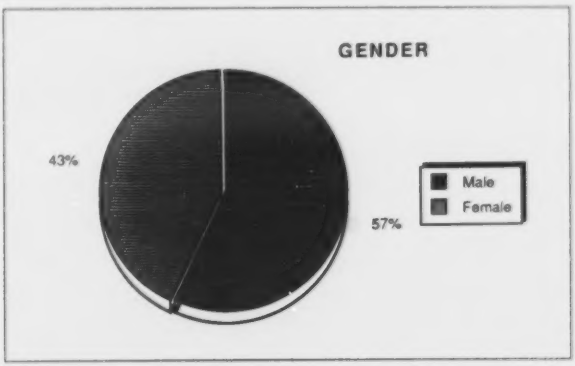
Machine operators, unskilled laborers	24%
Service workers	21%
Students	12%
Skilled craft	11%
Unemployed/Retired	5%
Clerical	4%
Farming	4%
Other and unknown	19%

(Data source: U.S. Immigration and Naturalization Service, May 1991)

Figure 6

CHARACTERISTICS OF LEGALIZATION APPLICANTS
(continued)





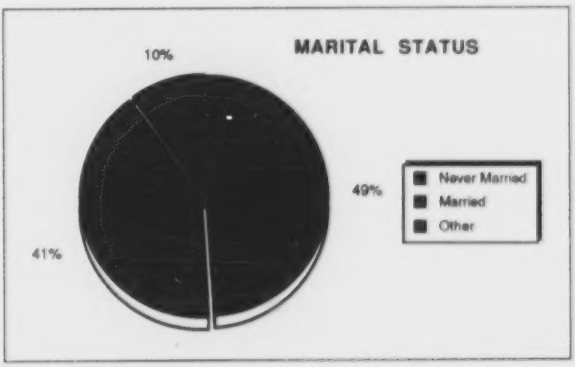


Figure 6 (cont'd)

The Department of Education's Division of Adult Education and Literacy last year asked four States with high concentrations of ESL students--California, Florida, Texas, and New York--to describe their plans to expand and improve the service delivery system for individuals whose native language is not English. The responses of these States identified four critical issues: accessibility, assessment, staff development, and language teaching methodology and curriculum development. Their insights suggest improvements needed in program practices, and effective teaching and support services to limited English proficient adults. Additional information on these States' programs is available from the Director of Adult Education in each State, listed in Appendix B.

ACCESSIBILITY

New York State has mounted new initiatives to increase dramatically its ESL instructional capacity. Under the SLIAG program, New York State provides funds for ESL/Civics programs to amnesty students who qualify, using guidelines from the Immigration Reform and Control Act of 1986. SLIAG funding has allowed 58,044 New York students to be served in certificate as well as general education programs.

New York has also established Adult Centers for Comprehensive Education and Support Services (ACCESS) and Counseling, Assessment and Support Services for Education and Training (CASSET) sites. These centers provide adults with a full range of education and training opportunities, together with essential support services such as counseling, transportation, child care, job referral, and placement.

The State is also channeling funds to establish a welfare reform program called "Education for Gainful Employment" (EDGE). EDGE programs will provide assessment and employability planning, case management, career counseling, educational instruction (including ESL), job skills training, postsecondary education, and job development/placement services to clients receiving assistance under the Federal Aid to Families with Dependent Children program. Together, the ACCESS, CASSET and EDGE programs will offer a panoply of services to assist limited English proficient adults in meeting their educational needs.

New York has a significant number of non-literate ESL students. A 1990 survey revealed that approximately 22 percent of its ESL students could neither read nor write in their native language. The New York City metropolitan area had a higher percentage of non-literate (27 percent), compared with the remaining New York State agencies that reported 17 percent.

Florida has also experienced a dramatic increase in adult ESL program activity during the past decade. ESL enrollment increased from 72,124 in fiscal year 1981 to 112,850 in fiscal year 1990--a 52 percent increase. This growth has been attributed to an influx of refugees from Cuba, Haiti, Nicaragua, El Salvador, Guatemala, Vietnam and Cambodia, seasonal farmworkers from Mexico, and immigrants from India. However, the diversity of ethnicity is much more complex and dynamic. For example, one resort complex in Palm Beach County employs 3,000 individuals with 50 different nationalities. The result has been a challenge of unprecedented magnitude.

The accessibility issue in Florida came to a head when Multicultural Education, Training and Advocacy, Inc. (META) brought suit against the Florida Department of Education on behalf of limited English proficient students. An agreement was negotiated and a court decree issued in 1990. The decree required equal access to programming and services appropriate to the student's level of English proficiency, academic achievement and special needs.

Texas was able to deal effectively with very heavy demand for services by amnesty students, sparked by an extensive outreach campaign. Because its adult education delivery system is operated in cooperation with other adult programs, Texas was able to expand services for more than 300,000 amnesty participants by using State Legalization Impact Assistance (SLIAG) funds. Once SLIAG funds are depleted, however, former amnesty students who decide to return for additional services could overburden the adult education system. This may be exacerbated by an influx of non-amnesty individuals who may not have previously considered enrolling in adult education classes but who were attracted by the public awareness campaign.

ASSESSMENT

Assessment continues to be an area of confusion and controversy in adult ESL programs. It is an enormous challenge to apply appropriate instruction and assessment measures to students whose native languages have different sound systems, whose writing systems use different characters, and whose cultures are diverse. What are appropriate assessment instruments for measuring language and literacy at all levels of proficiency? How can student progress be documented over time? As indicated earlier in this report, the answers to these and other questions are not likely to be answered in the same fashion by a majority of practitioners.

Several States have demonstrated innovation in responding to the assessment challenge. New York has recently introduced the New York State Placement Test for English as a Second Language Adult Students (NYSPLACE Test). Developed to test the listening and speaking skills of each of the four levels of New York State's ESL curriculum, the test can also be used as a tool for quick placement.

In Dade County, Florida, the Adult Assessment System for ESOL has a functional competency-based system of instruction focusing on literacy skills to meet the requirements of everyday life. Performance objectives relate to the language and acculturation process, with specific competencies to be achieved at each level. It provides the consistency and continuity of a standardized system of student placement and progression throughout the county with the potential for adoption by other school districts throughout the State.

Texas has developed a technical assistance document entitled "Assessment of Adult Limited English Proficient Students, a Guide to Available Instruments." It identifies 32 instruments available to ESL instructors. (Available from the Texas Education Agency, listed in Appendix B.)

STAFF DEVELOPMENT

In California, the major issue in ESL is accountability in staff development activities. California has found that to assess accountability, it must examine what changes in teacher behavior occur as a result of the activity, as well as whether the result is commensurate with the cost.

ESL staff development activities can be viewed along a continuum from one-time to ongoing. In one-time activities, only a small percentage of instructors transfer the training content to their classrooms. Staff development activities scheduled periodically over a long period of time are more effective. California has therefore increased on-going staff development activities centering on systematic skill reinforcement that yields long-term benefits. Key elements include activities that:

- Identify outcomes, or what instructors will be able to do as a result of the activity;
- Are part of a series, spaced over time;
- Require follow-up support between training sessions; and
- Develop systems that build capacity at the local level.

Texas is experiencing a shortage of professional teachers and administrators in the adult education field. State and local projects try to attract and retain competent professionals through extensive staff development opportunities, on-site technical assistance, and comprehensive technical assistance documents. In addition, the Texas Summer Institute for Adult ESL Teachers was modified to provide appropriate, simultaneous training of novice teachers, experienced teachers, supervisors, and supervisor trainees in demonstration situations. This model has been modified to apply also to basic literacy teachers and supervisors.

New York State developed the ESL/Amnesty Staff Development Project--a comprehensive training program for teachers with a range of experience in the ESL field. This project was developed to train ESL teachers, to develop an ESL training capacity state-wide, and to produce a replicable model for ESL teacher training. Staff development activities involved two major components: first, a three-day intensive institute centered around videotaped documentation of exemplary ESL classroom instruction; and secondly, the pairing of teachers in teacher/mentor observer/teacher teams to make non-

evaluative teacher observation visits to each other's classes. The project has produced a six-hour videotape documenting effective communicative techniques, transcripts containing directions for presenting the video and facilitating staff development, and handouts that describe, in detail, each communicative activity covered in the Institute.

In the future, ESL teachers in New York State will be part of a comprehensive, diversified state-wide professional development system, to be initiated in the fall of 1991. It is designed to improve the quality of instruction by providing ongoing education and professional growth opportunities for continuing education teachers, counselors and administrators at every level of experience.

LANGUAGE TEACHING METHODOLOGY AND CURRICULUM DEVELOPMENT

In California, the major issue in language teaching methodology is learning versus acquisition. Instructors who use the learning methodology teach rules, provide practice activities focused on the use of specific structures, and correct structural errors (e.g., deletion of "s" on third person singular) and pronunciation errors (e.g., confusion of sounds such as "l" and "r" as in "play" and "pray"). Teachers who use methodology that focuses on acquisition provide context---that is, exposing students to language, and practicing with activities that allow students to learn gradually as they acquire meaning from the context. They correct errors that impede comprehension, but do not correct errors of form.

The current trend in language teaching methodology in California is to emphasize acquisition over learning. This implies that:

- Language use is more important than language knowledge;
- The teacher serves more as a facilitator than a presenter;
- Learning activities require students to interact; and
- Teachers emphasize fluency over accuracy.

The major issue in curriculum development for California has been life skills versus basic skills. A curriculum focused on life skills emphasizes the contexts in which language is used. For example, instructional units might include titles such as transportation, banking, shopping, housing, health

care or employment. One risk of reliance on a life skills curriculum is overemphasis on imparting information about a topic rather than providing activities that develop their own language skills.

A curriculum focused on basic skills emphasizes linguistic skills such as language form (grammar), pronunciation, or language functions. One risk inherent in this technique is that the absence of context may make the technical knowledge non-relevant to the students. As a result, the student may be unable to transfer basic skills to situations outside the classroom. The ideal curriculum integrates life skills and basic skills, avoiding the dangers of focusing exclusively on one or the other.

Another trend in the life skills/basic skills aspect of the curriculum is a broadening of the definition of "life" skills. In the early 1980s, the term "life" skills was defined as those skills essential for basic survival. California is now broadening its interpretation to include any situations in which students need English outside the classroom. For example, that now includes vocational employment, academic, citizenship, and social responsibility topics along with basic survival needs. The trends to integrate basic and life skills and to broaden the definition of life skills are distinguished by:

- A curriculum that places language as the focus of instruction, but puts it into relevant contexts;
- Practice that includes sufficient development of basic skills for students to be able to use those skills in a different context (transference); and
- A definition of basic skills that includes higher-order thinking skills.

New York State is now identifying those programs and approaches that appear to work best in meeting the needs of the adult student who is not literate in any language. This investigation is being undertaken in two ways. First, the State Department of Education is conducting an ethnographic study to describe the instructional methods used to meet the needs of the non-literate ESL student. This research study will describe assessments, procedures, student demographics, skill areas, program objectives/anticipated outcomes, instructional techniques, and student progress.

Secondly, the New York City Literacy Assistance Center, in conjunction with the New York City Mayor's Office of Education Services, sponsored a working symposium on dual language illiteracy. The agenda included definition of the non-literate population and its educational needs, presentation and discussion of various instructional techniques/models, assessment procedures and appropriate staff development. The sponsoring organizations currently are preparing symposium proceedings that will soon be available to the field.

Texas has developed a technical assistance document for adult ESL programs entitled "Layered Instruction: Limited English Proficient Adults in a Multilevel Classroom "(1990). (Available from the Texas Education Agency, listed in Appendix B.) Currently under development is a series of modules presenting effective instructional strategies specifically for adult ESL students in amnesty programs. In addition, on-site technical assistance visits, presentations to local programs, as well as State and regional conferences, have addressed program and curriculum implementation strategies.

Florida's Palm Beach County School District in 1987 recognized a disparity between the available ABE/ESOL programs and the needs of the present adult limited English proficient population. It decided to develop a competency-based ABE/ESOL curriculum, and created a project planning and review committee to carry out that decision. A committee comprised of representatives from local education agencies, higher education, governmental agencies, the State education agency, and other State agencies provided a vital and decisive function to the ABE/ESOL curriculum project. The committee undertook a research and development project to:

- Identify and evaluate existing competency-based adult basic education ESOL programs;

- Review recent research on learning modalities of ABE/ESOL students to identify techniques proven most successful; and

- Survey adult educators across the State to determine current ABE/ESOL program content, materials in use, and methodologies practiced.

A second phase produced the curriculum framework for ESOL and a model competency-based curriculum for Mainstream English Language Training (MELT) Student Performance Levels 0-IV. The third phase, to be completed in 1991, will include development and field testing of competency-based curricula, and evaluation of the model curriculum. In addition, it will also prepare, for State-wide dissemination, materials and other data needed for full implementation of the curriculum. The Palm Beach County School District ABE/ESOL curriculum framework, developed with Adult Education Act Section 353 monies, has been adopted by the State of Florida.

FUTURE RESEARCH

Over the past few years, practitioners, teachers, administrators, researchers, and policymakers in the field have identified ESL-related issues that they believe should be explored further. The suggestions are especially valuable because they were generated from the field, by those who are on the front lines delivering education services to limited English proficient adults.

The issues identified through this process could be the subjects of Federally-funded research contracts. Alternatively, they could be explored by States through Section 353 grants, or by private organizations such as universities or community based organizations. The major topics suggested are grouped in broad categories.

FUTURE RESEARCH TOPICS

Instructional Approaches	Effectiveness of whole language approach versus discrete skills (listening, speaking, reading, writing) approach to teaching limited English proficient adults.
	Effective learning styles and instructional approaches with ESL and ABE students.
	Effective approaches to teaching native language literacy to ESL literacy students.
Teacher Training	Effect of open enrollment on student outcomes, teacher morale, and attrition rates.
	Effect of part-time working conditions for instructors on students, teachers' morale, and the quality of programs.
	Impact of professional preparation and experience on teacher effectiveness.
Second Language Acquisition	Effectiveness of bilingual aides in teaching preliterate and literate learners.
	Effects of learner variables (i.e. previous schooling, primary language spoken, literacy level) on proficiency in second language acquisition.
	Design of comprehensive models for second language assessment.
Methods and Techniques	Instructional techniques and best practices for mainstreamed adults who have exited from Adult Basic Education and ESL programs.
	Role of native language in English acquisition for limited English proficient adults. Level of native language literacy needed for students to progress in English instruction.

	Best practices and curricula for Spanish literacy and GED instruction.
Technology	Effective uses of technology and media in adult ESL classes for various levels.
	Identification of technologies that hold realistic, long-term promise and application for most ESL classes.
Assessment	Development of tests produced and normed on adults that include literacy elements, content, and life skills and are keyed to student performance levels for various ESL populations.
	Assessment methods that measure what teachers teach in the classrooms (language, literacy, achievement, and placement assessments).
	Adequacy of existing ESL assessment instruments for students enrolled in ESL classes.
	Effective methods of assessing learning disabilities for limited English proficient adults.
Classroom Management	Effect of class size on student progress in ESL classes.
	Effective uses of bilingual aides and volunteers as supplemental instructional personnel in ESL classes.
	Progress in learning English by students who live and work in a bilingual environment, compared with those who function in a primarily English-speaking environment.

Other Topics

Analyses of community based organizations and service delivery systems for adult ESL students.

Longitudinal study on ESL students once they have completed a course of instruction.

Length of time it takes for a student to progress in one level before he or she is promoted to the next level.

Hours of instruction needed for an ESL student to develop competence in English.

Effect of Vocational English as a Second Language (VESL) programs on the employment status of limited English proficient adults.

Effectiveness of the workplace literacy program in helping limited English proficient persons obtain, maintain, and advance in a job.

Identification of English language skills needed in and for the workplace.

PROMISING PRACTICES

Clearly, the most important goal of English as a Second Language classes is for adults to become competent in the English language. This chapter reviews selected English language programs and highlights promising practices that have proved effective. It also describes, in broad categories, selected ESL-related special demonstration projects funded by the Department of Education under Section 353 of the Adult Education Act.

EFFECTIVE ADULT ESL PROGRAMS

Sweetwater Union High School District
Chula Vista, California

The Sweetwater Union High School District, Division of Adult Education, in Chula Vista, California, has a high (more than 58 percent) concentration of limited English proficient adults enrolled in English as a Second Language classes. The program was selected as one of six winners of the 1988 awards by the Secretary of Education for outstanding adult education programs nationwide. Through a comprehensive six-county adult education co-op delivery system, the program serves more than 31,000 adults in six subject areas: citizenship, competency-based education, English as a Second Language, GED preparation, legalization, and literacy. Some of the **special program features** that contribute to its success include:

- Aggressive recruitment of students by such means as extensive mailings, media advertising, and personal word-of-mouth by community-based organizations and program alumni;
- A wide variety (276) of competency-based courses in Adult Basic Education, English as a Second Language, vocational training, and programs for special populations;
- Continual evaluation and updating of course materials ;
- Computer-assisted instructional laboratories containing state-of-the-art equipment such as laser interactive video;
- Frequent program and curricula changes to instruct students in convenient and familiar surroundings, and to enable them to progress at their own rate;

- Extensive linkages with businesses that facilitate student referrals, on-the-job training, and hiring of graduates;
- A staff that consists primarily of permanent, full-time adult educators, highly trained and fully credentialed; and
- Extensive pre-test and post-test student evaluations.

In 1988 alone, more than 19,000 students completed instruction, increased self-confidence and improved basic skills. Of these, nearly 11,000 completed a beginning ESL program, and more than 7,000 completed the basic Level I instruction. *(Program contact: Jerry Rindone, Director of Adult and Continuing Education, Sweetwater Union High School District, 619/691-5869)*

Northwest Educational Cooperative
Chicago, Illinois

The Northwest Educational Cooperative and the Travelers and Immigrant Aid of Chicago in 1988 joined with four local small businesses to address the literacy problem in the manufacturing industry in Chicago and Cook County. Northwest Educational Cooperative, now called Community Consolidated School District #54, is an education agency that operates under the auspices of the school district. The Travelers and Immigrant Aid of Chicago is a nonprofit social services agency that provides support services for local refugees. The project, funded under the National Workplace Literacy Program, provided workplace literacy instruction to 323 limited English proficient workers in 33 basic skills courses between October 1988 and March 1990.

Key elements contributing to its success include:

- A competency-based approach to teaching that combined learners' needs with the needs of the workplace;
- A functional context for learning basic skills:
  Assurance of applicability to the job; and
- Program accountability achieved by pre- and post-tests tailored for each course.

Monica Lynch, site coordinator/ instructor with Project Workplace Literacy Partners, The Center, Resources for Education, is shown teaching basic skills to an ESL student from Guatemala. He is a material cutter with Integrity Uniform Co., a Chicago manufacturer of uniforms for the hotel industry. The technique involves use of flash cards of actual signs found in the plant.

Positive outcomes of the program include:

- A high level of goal achievement--all but 4 percent of the total number of students completing the program achieved competency goals;
- Enhanced employee morale;
- Increased willingness by employees to respond to questions in English;
- Increased willingness to initiate conversations in English with co-workers and supervisors; and
- Development of a useful guide, "Workplace Literacy Core Curriculum for Beginning ESL Students."

(Program contact: Linda Mrowicki, Project Director, 708/803-3535)

Massachusetts Workplace Education Initiative
Quincy, Massachusetts

The Massachusetts Workplace Education Initiative has been funded by the Department of Education for the last three years under the National Workplace Literacy Program. The first-year project consisted of seven business/education partnerships, with education providers including community based organizations, community colleges, universities, and an adult learning center. Industries served included manufacturers of metal, plas-

tics, computers, and brakes; a nursing home; and a university. Two of the projects included union partners.

In the third year, four more partnerships were added, expanding services to 17 worksites and a union hall. To date the program has served more than a thousand limited English proficient employees.

The Massachusetts Workplace Education Initiative represents the unique collaboration of three Massachusetts State agencies: the Department of Education, the Department of Employment and Training, and the Industrial Services Program. Key elements include an ongoing project-wide evaluation. Specialized curricula for limited English proficient employees have been developed in health care and manufacturing, with a focus on quality awareness.

Positive outcomes have included:

- Improved written and spoken communication skills;
- Increased self-confidence;
- Improved job safety;
- Improved quality awareness, resulting in less scrap and waste;
- Improved quality of patient care;
- Improved basic and technical reading skills;
- Improved basic and technical math skills; and
- Improved retention and job satisfaction.

(Program contact: Robert M. Bozarjian, Massachusetts Bureau of Adult Education, 617/770-7473)

Skills Enhancement Literacy Project of Hawaii
Honolulu, Hawaii

The Skills Enhancement Literacy Project of Hawaii (SELPH) workplace literacy partnership is sponsored jointly by the University of Hawaii Manoa College of Education, and the ITT Sheraton Hotels in Hawaii-Japan. Its purpose is to improve job performance and promote upward mobility and lateral opportunities for limited English proficient workers in seven Sheraton Hotels. Together, these hotels employ more than 3,000 employees from primarily Asian cultures, such as the People's Republic of China, Hong Kong, Korea, and Vietnam.

Key elements that contribute to the project's success include:

- Individualized programs of instruction;
- Practical, job-related materials that make learning relevant and interesting;
- In-house training, which minimizes transportation problems for students;
- Flexible scheduling to assure class offerings at convenient times; and
- Open entry-open exit enrollment coupled with strict confidentiality where required.

A tutor with the SELPH workplace literacy project in Honolulu is shown teaching a Korean student using a bilingual dictionary.

Positive outcomes from the project include:

- Improved work attitude and job performance for 71 percent of the participants;
- Enhanced advancement opportunities (69 percent of the employees became more promotable); and
- Improved literacy skills and job-related speaking skills, as observed by managers and supervisors.

(Program contact: Dr. Lawrence Zane, University of Hawaii at Manoa, 808/956-7834)

SPECIAL DEMONSTRATION AND TEACHER TRAINING PROJECTS

Each year, a number of special experimental demonstration projects are funded by the U.S. Department of Education under Section 353 of the Adult Education Act. The projects involve those that:

- Use innovative methods or have national significance and unusual-promise; and
- Provide training activities for adult education program staff.

States were formerly required by Section 353 of the Adult Education Act to spend at least 10 percent of their basic Federal grant on demonstration projects and teacher training activities. The National Literacy Act (P.L. 102-73) amends that to require 15 percent beginning July 1, 1992. In recent years a majority of the projects that involved teacher training were ESL-related. Section 353 projects targeted to limited English proficient adults generally fall into the following categories:

- Workplace literacy programs and handbooks to help limited English proficient employees acquire the English and literacy skills necessary to obtain, maintain or advance in a job.
- Courses that help high intermediate-level adults of limited English proficiency make the transition from survival skills to college-level ESL composition courses.
- ESL curricula, instructional guides and handbooks on such topics as setting goals, planning a lesson, multilevel and multicultural classes, cultural diversity, and evaluating student progress.
- ESL packages that teach volunteers how to tutor students in English conversational skills.
- Staff development guides, handbooks, computer games, video cassettes, and resource lists for use by ESL and amnesty program instructors and volunteer tutors.
- State Core ESL Competencies and model curriculum guidelines.

- Research on what motivates limited English proficient students to enroll in ESOL programs and the correlation between an ESL specific test and an ABE reading test.
- ESL teachers' institutes and staff development resource centers.

An annotated bibliography with examples of available resources selected from each category of project is contained in Appendix D on page 69, along with information on availability.

FEDERAL COMMITMENT

The Department of Education is committed to assisting limited English proficient adults acquire the language skills that are essential to obtain and keep good jobs and to become responsible, contributing members of society. This commitment is evident in two broad efforts currently under way: *AMERICA 2000: An Education Strategy*, and implementation of the National Literacy Act of 1991.

AMERICA 2000 is a comprehensive plan for revitalizing American education, announced by President Bush and Secretary of Education Lamar Alexander in April 1991. AMERICA 2000 calls for a "nation of students" who welcome the opportunity to participate in lifelong learning. It specifies five steps to achieving this goal: skill standards built around core proficiencies; Skill Clinics with one-stop assessment and referral in every large community and work-site; performance standards for all Federally-assisted adult education and literacy programs; a national conference on education for adult Americans; and Federal leadership by example, with Federal agencies embarking on a government-wide program of skill upgrading for all employees. *(Further information on AMERICA 2000 is available from the Clearinghouse, Division of Adult Education and Literacy , as referenced in Appendix E on page 74.)*

The National Literacy Act of 1991 amends the Adult Education Act in several major areas. The amendment that explicitly affects ESL programs increases from 10 to 15 percent the State set-aside for innovative demonstration projects and teacher training. More specifically, Section 353 (a) (3) lists as a priority the "training professional teachers, volunteers, and administrators, with particular emphasis on (a) training full-time professional adult educators; minority adult educators; educators of adults with limited English proficiency; and training teachers to recognize and more effectively serve illiterate individuals with learning disabilities and individuals who have a reading ability below the fifth grade level." A special rule, contained in Section 353(b), requires that at least two-thirds of the 15 percent reserved for special demonstration projects be used for teacher training.

The Act may indirectly affect ESL programs in two other ways:

- It requires States to provide "direct and equitable access" to Federal adult education funds by a wide variety of organizations. This could encourage greater numbers of non-traditional public or non-profit organizations such as community-based organizations to seek project funds. Frequently these non-traditional organizations have client bases with high concentrations of limited English proficient adults.

- It establishes competitive two-year grants (Gateway Grants) to be awarded to Public Housing Authorities for literacy programs set aside under the Basic Grants to States program. These public housing project programs could serve a large number of residents with limited English skills.

Proposed regulations will be published in fall 1991 with States implementing changes in their programs and reporting in fiscal year 1992, which begins July 1992. *(Further Information on the Department's implementation of the National Literacy Act is available from the Division of Adult Education and Literacy, 202/732-2270.)*

RESEARCH AND DEMONSTRATION ACTIVITIES

The Department of Education conducts or oversees extensive research and demonstration projects that hold the promise for immediate and lasting benefits to ESL programs. Since 1989, the Department has awarded five major research contracts to identify and disseminate information on effective practices and programs for limited English proficient adults. The results of these studies are or will be available for guidance to ESL professionals in the field.

Adult Migrant Farmworker Project

A contract to Slaughter and Associates was awarded in October 1989 to develop a resource base for use by adult education administrators and teachers in planning, developing, and evaluating effective literacy programs for adult migrant farmworkers. Funded at $307,000, the study was completed in December 1990.

Its methodology included, as phase one, a literature search and analysis of current State plans for educating adult migrant farmworkers. The second phase entailed on-site visits to nine programs in six States.

Products included a two-volume publication, with the first titled "A Resource Base for Administrators and Teachers of Adult Education." The second, "Applications for Teachers and Administrators of Adult Education," is a practical, "user-friendly" guide for use in the classroom, in alternative instructional settings, and in migrant farmworker communities.

The study found that the definitive adult migrant farmworker education program does not exist, but that several programs offer useful and effective models. Traditional adult education programs and curricula are inappropriate for farmworkers, primarily because of their mobility and need for a wide range of support services. The more effective programs provide a variety of individualized educational and support services that are specifically designed to meet their special needs. They focus on the "real world" needs, desires, and expectations of farmworkers.

In addition, the study found that education programs for this population must provide initial instruction in the native language, followed with bilingual instruction, and finally with English-only instruction. This process helps acculturate the farmworkers while facilitating attainment of functional literacy. The report concludes that migrant farmworkers cannot work their way out of poverty. Their only way out is through education and training, followed by well paid, stable employment. *(Contacts: Leonard S. Slaughter, Jr., Slaughter & Associates, 5819 Manton Avenue, Woodland Hills, CA 91367; or S.J. Velarde, Director, Adult Migrant Farmworker Education Project , 5658 Laguna Quail Way, Elk Grove, CA 95758)*

National English Literacy Demonstration Program for Adults of Limited English Proficiency Project

The Department, in April 1990, awarded a contract to Aguirre International, Inc., to identify effective and innovative approaches, methods, and technologies in ESL literacy programs. Funded for $814,980, the study will be completed in February 1992.

The research design included a case study of nine exemplary sites and several other key activities, such as an adult ESL literacy research review,

and profiles of model programs demonstrating characteristics that make an ESL literacy program exemplary.

The handbook will provide models for program administration, assessment and placement, curriculum development, classroom instruction, and teacher training. It will also discuss innovative classroom materials and technologies and examine appropriate methods for teaching Spanish literacy to adults. *(Contact: Dr. Gloria Guth, Project Director, or Ms. Heide Spruck Wrigley, Assistant Project Director, Aguirre International, Inc., National English Literacy Demonstration Project, 411 Borel Ave., Suite 402, San Mateo, CA 94402)*

National Clearinghouse On Literacy Education (NCLE)

In 1988 Congress mandated the establishment of a National Clearinghouse on Literacy Education, with the specific purpose of providing information on literacy education to limited English proficient adults and out-of-school youth. A contract to establish and operate a Center for Applied Linguistics was awarded in 1989, with initial funding of $250,000 the first year and $264,000 the second year. The Center collects and disseminates information on current developments in educational research, instructional methodology, and teacher/administrator training. It also collects, analyzes and abstracts documents, including research reports, instructional and assessment materials, program descriptions and evaluations, and teacher/tutor training guides. It publishes several products that are available free of charge, including "Minibibs" and Q&A Fact Sheets. *(Contact: Dr. JoAnn Crandall, Director, NCLE, 118 22nd Street, N.W., Washington, DC 20037)*

ABE/ESL Teacher Training Project

Phase I of a 30-month contract was awarded to Pelavin Associates, Inc., in September 1990, to perform a comprehensive study of the state-of-the-practice of ABE teacher education, ABE volunteer training, and ESL teacher training. It was also designed to identify and describe successful teacher education programs in ABE, volunteerism, and ESL; and to recommend accompanying materials and staff development components as needed.

Pelavin conducted a literature review and visited nine successful pre-service and in-service teacher education programs. Results of its study are contained in "ABE/ESL Instructor Training Approaches: State Profiles," February 1991; "Overview of ABE and ESL Instructor Training," June 1991; and "The Delivery and Content of Training for Adult Education Teachers and Volunteer Instructors," July 1991. Phase II will be conducted over a period of 18 months. Tasks will include developing and field testing of ABE and ESL training materials. The outcomes of the training modules will be evaluated and project materials disseminated. Phases I and II were funded for $879,141. *(Copies of the reports are available from the Clearinghouse, Division of Adult Education and Literacy, Office of Vocational and Adult Education, U. S. Department of Education, Washington, D.C. 20202-7240. Questions concerning the study should be directed to Pelavin Associates, Inc., 2030 M St., N.W, Suite 800, Washington, DC 20036.)*

Testing and Assessment in ABE/ESL Programs

A contract was awarded to Applied Behavioral and Cognitive Sciences, Inc., for $9,900 to encourage discussion of assessment issues and to promote understanding of standardized tests in adult education, especially ABE and ESL programs. It resulted in a report issued in January 1990, titled "Testing and Assessment in ABE and ESL Programs." *(Contact: Dr. Thomas J. Sticht, 2060 Valley View Boulevard, El Cajon, CA 92019. The report is available without charge from the Clearinghouse, Division of Adult Education and Literacy, Office of Vocational and Adult Education, U.S. Department of Education, Washington, DC 20202-7240)*

CONCLUSION

The adult English as a Second Language (ESL) profession has made considerable progress in providing high quality educational services to increasing numbers of non-native speakers of English over the past decade. Evidence of this progress includes:

- An increase in the number of State adult ESL specialists or consultants;
- An increase in staff development and teacher training activites;
- Re-evaluation and restructuring of curricula instructional strategies;
- Sharper focus on learners' needs and individual learning styles;
- Increased emphasis on student assessment for language, literacy, achievement, and placement purposes;
- The trend toward using oral communication and content-based ESL instruction; and
- A shift from providing instruction to individuals to a focus on instruction to families and entire communities of limited English proficient adults.

This foundation of progress will be put to the test in the coming decade. The four States that contributed to the "State Perspectives" chapter of this report highlighted two trends that may continue to shape education for adults with limited English skills:

- The number of limited English proficient adults seeking to participate in English as a Second Language classes is increasing dramatically and will likely continue to do so for the foreseeable future. One million legal immigrants enter the U.S. each year. A majority of them require training to improve language skills.

53

- These same demographic trends will likely result in increasing numbers of students who cannot read or write in their native language.

These States also identified three activities that are essential to the improvement of ESL instruction. These include:

- More research to improve ESL curricula, instructor training, and student learning;

- An ongoing effort by States to stretch limited resources to serve this growing and diverse population; and

- Increased cooperation and coordination among local education agencies, community-based organizations, labor and social service agencies, and businesses to reconcile the conflicting pressures of rapidly increasing demand and finite resources.

Future progress will depend largely on how States deal with these trends and needs, for they are best positioned to craft local programs to fit local needs. Progress will also be affected by a continuing commitment on the part of the Federal agencies to assure accessible, high-quality lifelong learning opportunities for all Americans, as envisioned by AMERICA 2000.

By the turn of the century, immigrants, women and minorities will constitute the majority of new entrants into the workforce. They and their children will attend local schools. American culture will become intertwined with that of their native country. The system of adult education in our Nation must be prepared to serve the limited English proficient so they can be prepared for responsible citizenship, further learning, and productive employment in a modern economy. As AMERICA 2000 states, "Lifelong learning is not just about making a living: it is also about making a life."

APPENDIX A

EXCERPTS FROM THE ADULT EDUCATION ACT (P.L. 100-297 AS AMENDED BY P.L. 102-73)

Section 311. Statement of Purpose

"It is the purpose of this title to assist the States to improve educational opportunities for adults who lack the level of literacy skills requisite to effective citizenship and productive employment, to expand and improve the current system for delivering adult education services including delivery of such services to educationally disadvantaged adults, and to encourage the establishment of adult education programs that will-

"(1) enable these adults to acquire the basic educational skills necessary for literate functioning;

"(2) provide these adults with sufficient basic education to enable them to benefit from job training and retraining programs and obtain and retain productive employment so that they might more fully enjoy the benefits and responsibilities of citizenship; and

"(3) enable adults who so desire to continue their education to at least the level of completion of secondary school.

Section 312. Definitions

"(1) The term 'adult' means an individual who has attained 16 years of age or who is beyond the age of compulsory school attendance under State law, except that for the purpose of section 313(b), the term 'adult' means an individual 16 years of age or older.

"(2) The term 'adult education' means services or instruction below the college level for adults-

> "(A) who are not enrolled in secondary school;
>
> "(B) who lack sufficient mastery of basic educational skills to enable them to function effectively in society or who do not have a certificate of graduation from a school providing secondary education and who have not achieved an equivalent level of education;
>
> "(C) who are not currently required to be enrolled in school; and
>
> "(D) whose lack of mastery of basic skills results in an inability to speak, read or write the English language which constitutes a substantial impairment of their ability to get or retain employment commensurate with their

real ability, and thus are in need of programs to help eliminate such inability and raise the level of education of such individuals with a view to making them less likely to become dependent on others.

"(11) The term 'individual of limited English proficiency' means an adult or out-of-school youth who has limited ability in speaking, reading, writing, or understanding the English language and--

"(A) whose native language is a language other than English; or

"(B) who lives in a family or community environment where a language other than English is the dominant language.

(12) The term 'out-of-school youth' means an individual who is under 16 years of age and beyond the age of compulsory school attendance under State law who has not completed high school or the equivalent.

"(13) The term 'English literacy program' means a program of instruction designed to help limited English proficient adults, out-of-school youths, or both, achieve full competence in the English language.

Section 341. State Plan and Application

"(d) LIMITED ENGLISH PROFICIENCY RULE-- Programs conducted under subsection (c)(6) shall be designed to teach English to limited English proficient adults and, as appropriate, to allow such adults to progress effectively through the adult education program or to prepare them to enter the regular program of adult education as quickly as possible. Such programs may provide instruction in native language, to the extent necessary, or may provide instruction exclusively in English, and shall be carried out in coordination with programs assisted under the Bilingual Education Act and with bilingual vocational education programs under the Carl D. Perkins Vocational and Applied Technology Education Act.,

Section 353. Special Experimental Demonstration Projects and Teacher Training

(a) Use Of Funds. - Of the funds alloted to a State under secton 313 for a fiscal year, not less than 15 percent shall be used for-

(1) special projects which will be carried out in furtherance of the purposes of this title, which will be coordinated with other programs funded under this title and which-

(A) involve the use of innovative methods (including methods for educating persons with handicaps, the homeless and persons of limited English proficiency), systems, materials, or programs which may have national significance or will be of special value in promoting effective programs

under this title, or

(B) involve programs of adult eudcation, including education for persons with handicaps, the homeless, and persons of limited English proficiency, which are part of community school programs, carried out in cooperation with other Federal, State or local programs which have unusual promise in promoting a comprehensive or coordinated approach to the problems of persons with educational deficincies; and

(2) training persons engaged, or preparing to engage as personnel in programs designed to carry out the purposes of this title; and

(3) training professional teachers, volunteers, and administrators, with particular emphasis on --

(A) training --

(i) full-time professional adult educators;

(ii) minority adult educators;

(iii) educators of adults with limited English proficiency; and

(B) training teachers to recognize and more effectively serve illiterate individuals with learning disabilities and individuals who have a reading ability below the fifth grade level.

(b) **APPLICATIONS**. -- Applications for funds under subsection (a) shall include such information as the State educational agency considers appropriate, including plans for continuing the activities and services under the projct after the completion of the funding.

(b) **SPECIAL RULE. --** At least 2/3 of the 15 percent reserved pursuant to subsection (a) shall be used to carry out the provisions of paragraphs (2) and (3) of subsection (a).

Section 372. English Literacy Grants

(d) Demonstration Program. - The Secretary, subject to the availlbility of funds appropriated pursuant to this section, shall directly, and through grants and contracts with public and private non-profit agencies, institutic.ns, and organzations, carry out a program-

(1) through the Adult Education Division to develop innovative approaches and methods of literacy education for individuals of limited English proficiency utilizing new instructional methods and technologies; and

"(2) to designate the Center for Applied Linguistics of the Office of Educational Research and Improvement as a national clearinghouse in literacy education for individuals of limited English proficiency to collect and disseminate information concerning effective approaches or methods, including coordination with employment training and other education programs."

APPENDIX B

STATE ADULT EDUCATION DIRECTORS AND ESL CONSULTANTS

STATE	STATE DIRECTOR	ESL CONSULTANT
ALABAMA	Bobby B. Dees State Administrator GED Testing Prog./ABE Gordon Persons Bldg 50 North Ripley St., Rm 5343 Montgomery, AL 36130 Telephone: 205/242-8181	Bobby B. Dees 205/242-8181
ALASKA	Barbara Thompson State Supervisor Adult Basic Education Alaska Dept. of Education Box F Juneau, AK 99811 Telephone: 907/465-4685	Barbara Thompson 907/465-4685
ARIZONA	Gary A. Eyre Deputy Associate Supt. State Dept. of Education 1535 West Jefferson Street Phoenix, AZ 85007 Telephone: 602/542-1849	Gary A. Eyre 602/542-1849
ARKANSAS	Garland Hankins Deputy Director for Adult Education Division Department of Education 2020 West Third, Suite 620 Little Rock, AR 72205 Telephone: 501/324-9479	Larry Therrell 501/324-9479
CALIFORNIA	Gerald Kilbert State Director Department of Education P. O. Box 944272 Sacramento, CA 94244 Telephone: 916/322-2175	Edda Caraballo-Browne 916/322-2522 Lynn Savage 916/322-2566
COLORADO	Dian Bates State Director, ABE Division of Adult Education State Dept. of Education 201 E. Colfax Avenue Denver, CO 80203 Telephone: 303/866-6611	Kathy Santopietro Adult Education Center 621 Baker Street Longmont, CO 80501 303/866-6891

STATE	STATE DIRECTOR OF ADULT EDUCATION	CONSULTANT FOR ADULT ESL
CONNECTICUT	Theodore S. Sergi Director Div. of Voc/Tech and Adult Education Department of Education 25 Industrial Park Road Middletown, CT 06457 Telephone: 203/638-4035	Carl Paternostro 203/666-4154
DELAWARE	Fran Tracy-Mumford State Supervisor, Adult/ Community Ed. P. O. Box 1402 J. G. Townsend Building Dover, DE 19901 Telephone: 302/739-4668	Fran Tracy-Mumford 203/638-4035
DISTRICT OF COLUMBIA	Otho E. Jones Assistant Superintendent Dist. of Columbia Public Schools Browne Administrative Unit 26th and Benning Rd. NE Washington, DC 20002 Telephone: 202/724-4178	Mohammad Shahab 202/724-4179
FLORIDA	John E. Lawrence Chief Bureau of Adult/Community Education 325 W. Gaines St. Tallahassee, FL 32399 Telephone: 904/487-4929	James Dodd 904/922-5829
GEORGIA	Jean DeVard-Kemp Assistant Commissioner for Adult Literacy Dept. of Tech. & Adult Ed. 660 S. Tower, One CNN Ctr. Atlanta, GA 30303-2705 Telephone: 404/656-5845	Tom Morris 404/651-6450
HAWAII	Kenneth Yammamoto Administrator Youth and Early Childhood Section Department of Education c/o Hahaione Elem. School 595 Pepeeko Street, H-2 Honolulu, HI 96825 Telephone: 808/395-9451	Ruth Chun 808/395-9452

STATE	STATE DIRECTOR OF ADULT EDUCATION	CONSULTANT FOR ADULT ESL
IDAHO	Shirley Spencer Director Adult Education Department of Education Len B. Jordon Office Bldg 650 W. State Street Boise, ID 83720 Telephone: 208/334-2187	Anita Brunner 208/334-2195
ILLINOIS	Noreen Lopez Director, Adult Education Adult, Voc/Tech Education Illinois State Board of Ed. 100 N. First St., E-439 Springfield, IL 62777 Telephone: 217/782-3370	Chloe White 217/782-3370
INDIANA	Carlotta Anderson Director Division of Adult Education Room 229 Statehouse Indianapolis, IN 46204 Telephone: 317/232-0522	Lisa Zay 317/232-0522
IOWA	Donald L. Wederquist Chief, Adult Education Dept of Education Grimes State Off. Bldg. Des Moines, IA 50319 Telephone: 515/281-3671	Miriam Temple 515/281-3640
KANSAS	Janet Durflinger Director, Adult Ed. Department of Ed. 120 East 10th Street Topeka, KS 66612 Telephone: 913/296-3191	Janet Durflinger 913/296-3191
KENTUCKY	Tom Robeson Acting Office Head Adult Education Services 2031 Capital Plaza, Third Floor Frankfort, KY 40601 Telephone: 502/565-5316	Harry Baker 502/564-3921

STATE	STATE DIRECTOR OF ADULT EDUCATION	CONSULTANT FOR ADULT ESL
LOUISIANA	Glenn Gossett Director, Bureau of Adul & Comm. Ed. Department of Education P. O. Box 94064 Baton Rouge, LA 70804-9064 Telephone: 504/342-3510	Glenn Gossett 504/342-3510
MAINE	William H. Cassidy Associate Commissioner Bureau of Adult and Sec/Voc Ed. State House Station, #23 Augusta, ME 04333 Telephone: 207/289-5800	Robert Crotzer 207/289-5854
MARYLAND	Charles Talbert Director, Adult and Comm. Ed. Branch Dept. of Education 200 W. Baltimore St. Baltimore, MD 21201 Telephone: 301/333-2361	Mona Lee Antonelli 301/333-2180
MASSA-CHUSETTS	Robert Bickerton Director Bureau of Adult Education Dept. of Education 1385 Hancock St. Quincy, MA 02169 Telephone: 617/770-7581	Rich Ley 617/770-7298
MICHIGAN	Ronald M. Gillum Director Adult Extended Learning Services Dept. of Education P. O. Box 30008 Lansing, MI 48909 Telephone: 517/373-8425	Vickie Jimenez 517/373-4229
MINNESOTA	Brian Kanes Coordinator Adult Basic Education Capitol Sq. Bldg., Rm 997 550 Cedar Street St. Paul, MN 55101 Telephone: 612/296-6130	Diane Pecoraro 612/296-7500

STATE	STATE DIRECTOR OF ADULT EDUCATION	CONSULTANT FOR ADULT ESL
MISSISSIPPI	Eloise Johnson Branch Director II Div. of Adult Education State Dept. of Education P. O. Box 771 Jackson, MS 39205 Telephone: 601/359-3464	Eloise Johnson 601/359-3464
MISSOURI	Elvin Long Director, Adult Education Dept. of Elem/Sec Ed. 213 Adams Street P. O. Box 480 Jefferson City, MO 65102 Telephone: 314/751-0887	Jon Warren 314/751-1249
MONTANA	Robert Ruthemeyer Director, Adult Education Office of the State Supt. State Capitol Bldg. Helena, MT 59620 Telephone: 406/444-4443	Robert Ruthemeyer 406/444-4443
NEBRASKA	Burney Bouslough Director Department of Education Adult and Comm. Ed. 301 Centennial Mall S. P. O. Box 94987 Lincoln, NE 68509 Telephone: 402/471-4807	Burney Bouslough 402/471-4807
NEVADA	Phyllis Rich ABE Consultant State GED Administrator Dept. of Education Adult/Continuing Ed. Capitol Complex 400 W. King St. Carson City, NV 89710 Telephone: 702/687-3134	Jerry O. Nielsen 702/885-3133
NEW HAMPSHIRE	Art Ellison Supervisor, ABE State Dept. of Education 101 Pleasant St. Concord, NH 03301 Telephone: 603/271-2247	Dorothy Oliver 603/271-2247

STATE	STATE DIRECTOR OF ADULT EDUCATION	CONSULTANT FOR ADULT ESL
NEW JERSEY	Harry Van Houten Acting Director Adult Education Dept. of Education 225 W. State St. Trenton, NJ 98625-0500 Telephone: 609/777-0577 Extension 6	Marlene Fisher Gorley 609/777-0577 Extension 5
NEW MEXICO	Muriel Lawler State Director Adult Basic Education State Dept. of Education Education Bldg. 300 Don Gaspar Santa Fe, NM 87501 Telephone: 505/827-6675	Muriel Lawler 505/827-6511
NEW YORK	Garrett W. Murphy Director Division of Continuing Ed. State Education Dept. Washington Avenue Albany, NY 12234 Telephone: 518/474-5808	Patricia Mooney Gonzalez New York State Ed. Dept. 5D28 Cultural Center Albany, NY 12230 518/474-7723
NORTH CAROLINA	Bobby Anderson Director, Continuing Ed. Dept. of Comm. Colleges 200 West Jones Raleigh, NC 27063-1337 Telephone: 919/733-4791	Florence Taylor 919/733-7051 Extension 329
NORTH DAKOTA	G. David Massey Director, Adult Education Dept. of Public Instruction State Capitol Bldg., 9th Fl. Bismarck, ND 58505 Telephone: 701/224-2393	Barbara Korpie 701/221-3794
OHIO	James A. Bowling State Director, Adult Ed. Dept of Education 65 S. Front St., Room 811 Columbus, OH 43266-0308 Telephone: 614/466-5015	Joanna Leftwich 614/466-5015

STATE	STATE DIRECTOR OF ADULT EDUCATION	CONSULTANT FOR ADULT ESL
OKLAHOMA	Al Underwood Administrator Adult Education Section Dept. of Education Oliver Hodge Memorial Ed. Building Room 180 2500 N. Lincoln Blvd. Oklahoma City, OK 73105 Telephone: 405/521-3321	Linda Young 405/521-3321
OREGON	Donna M. Lane Director, ABE Community College Services 700 Pringle Parkway Salem, OR 97310 Telephone: 503/378-8585	Sharlene Walker 503/378-4156
PENN-SYLVANIA	John Christopher Director, Bureau of Adult Basic and Literacy Ed. Dept. of Education 333 Market St., 6th Floor Harrisburg, PA 17126-0333 Telephone: 717/787-783-6672	Helen Hall 717/787-5532
RHODE ISLAND	Robert Mason Adult Ed. Specialist State Dept. of Education Roger Williams Bldg. 22 Hayes St., Room 222 Providence, RI 02908 Telephone: 401/277-2705	Robert Mason 401/277-2705
SOUTH CAROLINA	E. Jimmy Smith Director, Adult Education Depart. of Education Rutledge Building, Room 209 1429 Senate Street Columbia, SC 29201 Telephone: 803/734-8076	Ruth Galloway 803/734-8076

STATE	STATE DIRECTOR OF ADULT EDUCATION	CONSULTANT FOR ADULT ESL
SOUTH DAKOTA	Gene K. Dickson Director, Adult Education Division of Elementary and Secondary Ed. KNEIP Building 701 N. Illinois Pierre, SD 57501 Telephone: 605/773-4716	Gene K. Dickson 605/773-4716
TENNESSEE	Kenneth O. McCullough Executive Director Div. of Adult and Community Ed. Departm;ent of Education 1130 Menzler Road Nashville, TN 37210 Telephone: 615/741-7054	Teddy Cook 615/741-7054
TEXAS	Pavlos Roussos Program Director, Adult Ed. Div. of Adult Ed./Employment Training, Funding and Compliance Texas Education Agency 1701 North Congress Avenue Austin, TX 78701 Telephone: 512/463-9294	Wayne Pate 512/463-9118
UTAH	Brent Gubler Specialist, Adult Ed. Services Office of Education 250 East 500 South Street Salt Lake City, UT 84111 Telephone: 801/538-7844	Brent Gubler 801/523-7844
VERMONT	Sandra Robinson Chief, Adult Education Unit State Office Building Montpelier, VT 05602 Telephone: 802/828-3131	Alice Gralak 802/828-3131
VIRGINIA	Lennox L. McClendon Associate Director Adult Education Department of Education Commonwealth of Virginia P. O. Box 6Q Richmond, VA 23216 Telephone: 804/225-2075	Rebecca Richardson 804/225-4430

STATE	STATE DIRECTOR OF ADULT EDUCATION	CONSULTANT FOR ADULT ESL
WASHINGTON	Suzanne Griffin Director, Adult Ed. and Community Schools State Office of Adult Literacy State Bd. for Community and Tech. Colleges 319 Seventh Ave., FF-11 Olympia, WA 98504 Telephone: 206/753-6657	Suzanne Griffin 206/753-6657
WEST VIRGINIA	Linda M. Kelly Assistant Director Adult Education Department of Education Building 6, Unit B-230 Capitol Complex 1900 Washington Street East Charleston, WV 25305 Telephone: 304/348-0048	Linda Andersen 304/766-7655
WISCONSIN	Mary Ann Jackson Adult Basic Ed. Consultant Board of Voc/Tech 310 Price Place, P. O. Box 7874 Madison, WI 53707 Telephone: 608/267-9684	Lou Chinnaswany 608/266-2222
WYOMING	Lloyd Kjornes Coordinator Adult Education State Department of Education Hathaway Building Cheyenne, WY 82002 Telephone: 307/777-6228	Lloyd Kjornes 307/777-6228
AMERICAN SAMOA	Fa'au'uga Achica Dean of Continuing and Adult Education American Samoa Community College Board of Higher Education Mapusaga Campus P. O. Box 2609 Pago Pago, American Samoa 96799 Telephone: 684/699-9155	Fa'au'uga Achica 684/699-9155

STATE	STATE DIRECTOR OF ADULT EDUCATION	CONSULTANT FOR ADULT ESL
GUAM	John T. Cruz Director Div. of Career and Public Service Guam Community College P. O. Box 23069 Main Postal Facility Guam, MI 96921 Telephone: 671/734-4311 Extension 253	John T. Cruz 671/734-4311 Extension 253
PUERTO RICO	Luz M. Estrada Assistant Secretary for Adult Education Dept. of Education P. O. Box 759 Hato Rey, PR 00919 Telephone: 809/753-9211	Constantino Aponte 809/754-1145
VIRGIN ISLANDS	Anna C. Lewis Director, Adult Basic Education Dept. of Education P. O. Box 6640 St. Thomas, VI 00801 Telephone: 809/774-5394	Anna C. Lewis 809/774-5394
NORTHERN MARIANA ISLANDS	Margarita DLG Wonenberg Director, ABE N. Marianas College Commonwealth of the Northern Mariana Islands Box 1250 Saipan, MI 96950 Telephone: 670/234-3690, Ext. 25	Guadalupe Borje 670/234-6171
REPUBLIC OF PALAU	William Tabelual Director of Education Office of Ministry of Social Services Republic of Palau P. O. Box 189 Koror, Palau 96940 Telephone: International Operator 160-680-952	William Tabelual International Operator 160-680-952

APPPENDIX C
ESL ENROLLMENTS BY STATE

STATE OR OTHER AREA	1989 TOTAL ENROLLMENT	ABE (ESL INCL.) ENROLLMENT	ESL ENROLLMENT	ESL % OF ABE	ESL % OF TOTAL
ALABAMA	40,909	32,517	1,906	6%	5%
ALASKA	5,100	4,201	1,234	29%	24%
ARIZONA	32,765	24,683	17,456	71%	53%
ARKANSAS	25,746	13,127	835	6%	3%
CALIFORNIA	1,016,144	753,980	586,722	78%	58%
COLORADO	11,995	9,887	4,334	44%	36%
CONNECTICUT	41,003	22,501	15,260	68%	37%
DELAWARE	2,279	1,785	619	35%	27%
DIST. OF COLUMBIA	18,250	13,627	5,129	38%	28%
FLORIDA	410,969	244,305	107,289	44%	26%
GEORGIA	53,825	36,683	4,157	11%	8%
HAWAII	46,590	26,747	13,891	52%	30%
IDAHO	12,330	9,839	2,564	26%	21%
ILLINOIS	76,469	61,193	37,480	61%	49%
INDIANA	44,416	28,793	3,288	11%	7%
IOWA	35,340	28,242	3,203	11%	9%
KANSAS	10,697	9,661	1,321	14%	12%
KENTUCKY	31,138	24,162	410	2%	1%
LOUISIANA	39,400	19,588	1,271	6%	3%
MAINE	13,867	5,406	632	12%	5%
MARYLAND	36,589	27,199	18,293	67%	50%
MASSACHUSETTS	35,901	29,864	15,369	51%	43%
MICHIGAN	72,963	24,748	6,206	25%	9%
MINNESOTA	37,011	26,077	8,738	34%	24%
MISSISSIPPI	18,218	15,841	812	5%	4%
MISSOURI	30,340	26,436	3,505	13%	12%
MONTANA	5,578	3,684	227	6%	4%
NEBRASKA	6,355	5,713	1,463	26%	23%
NEVADA	2,479	2,479	1,621	65%	65%
NEW HAMPSHIRE	6,245	4,277	1,071	25%	17%
NEW JERSEY	52,782	37,339	24,063	64%	46%
NEW MEXICO	31,016	20,066	11,017	55%	36%
NEW YORK	142,315	112,002	55,916	50%	39%
NORTH CAROLINA	105,234	65,166	1,000	2%	1%
NORTH DAKOTA	3,681	2,310	323	14%	9%
OHIO	76,018	63,401	3,559	6%	5%
OKLAHOMA	20,718	18,202	3,196	18%	15%
OREGON	34,051	21,953	14,099	64%	41%
PENNSYLVANIA	45,072	36,892	9,196	25%	20%
RHODE ISLAND	7,124	5,206	2,028	39%	28%
SOUTH CAROLINA	77,767	33,775	1,564	5%	2%
SOUTH DAKOTA	4,164	3,273	402	12%	10%
TENNESSEE	35,519	30,014	2,500	8%	7%
TEXAS	213,974	137,672	88,161	64%	41%
UTAH	21,343	4,593	2,002	44%	9%
VERMONT	4,321	3,952	255	6%	6%
VIRGINIA	25,425	24,156	11,179	46%	44%
WASHINGTON	23,863	19,153	6,599	34%	28%
WEST VIRGINIA	21,019	14,798	907	6%	4%
WISCONSIN	56,329	44,568	3,984	9%	7%
WYOMING	3,298	2,135	464	22%	14%
PUERTO RICO	28,150	20,575	12,028	58%	43%
GUAM	1,542	542	344	63%	22%
NO. MARIANA IS.	197	182	182	100%	92%
VIRGIN ISLANDS	2,141	1,222	430	35%	20%
UNITED STATES	3,257,982	2,260,412	1,121,704	50%	34%

APPENDIX D

ANNOTATED BIBLIOGRAPHY OF SELECTED ENGLISH AS A SECOND LANGUAGE SPECIAL DEMONSTRATION PROJECTS

ABE EDUCATOR'S HANDBOOK*

The Nevada ABE Educator's Handbook is a compilation of reports from participants who attended national, State and regional workshops and conferences on teaching English to limited English proficient adults.

ADULT EDUCATION ESL SELECTORS GUIDE: INSTRUCTIONAL RESOURCES FOR LIMITED ENGLISH SPEAKING ADULTS

The manual, developed by Texas A & I University, is intended to serve the needs of adult ESL instructors and supervisors. The catalog is divided into three sections consisting of evaluations of 27 instructional systems, 148 supplementary materials and appendices. *(Available for $10 from Mark M. Walsh, Texas A&I University, Center for Continuing Education, Campus Box 147, Kingsville, TX 78363.)*

ADULT ESL INSTRUCTION: A CHALLENGE AND A PLEASURE*

The orientation guide for ESL teachers, developed at Florida Atlantic University, includes an introduction to ESL for adults, a history of ESL instruction, the context and content of teaching ESL, preparing lesson plans, teaching the multi-level class, and assisting ESL students.

ADULT ESL SUGGESTED MATERIALS LIST, 1990

This annotated bibliography contains recommended titles of materials of general purpose ESL, English for Specific Purposes, Academic ESL, teacher resources, a listing of publishers' addresses, professional organizations, and journals. *(Available for $11 from Tatiana Davidson, Adult Learning Center, Illinois ESL Adult Education Service Center, 1855 Mt. Prospect Road, Des Plaines, IL 60018.)*

AMERICAN HOLIDAYS*

This guide was developed at the Dona Ana Branch Community College, New Mexico State University, Las Crucas, to teach students of English as a second language about American holidays.

BRIDGES TO ACADEMIC WRITING*

Oakton Community College in Des Plaines, IIL, developed this special composition

* *Copies of these projects are available from the Clearinghouse, Division of Adult Education and Literacy, Office of Vocational and Adult Education, U.S. Department of Education, Washington, DC, 20202-7240, Telephone 202/732-2396.*

course to help high intermediate level adults of limited English proficiency make the transition from survival skill to college level ESL composition courses.

A COMPETENCY BASED PRE-VOCATIONAL ENGLISH AS A SECOND LANGUAGE CURRICULUM GUIDE*

The Catholic Charities, Harrisburg, PA, developed two curricula guides for adult students who need English speaking and listening skills to obtain and maintain employment.

CORRELATION STUDY OF ADULT ENGLISH AS A SECOND LANGUAGE AND ADULT BASIC EDUCATION READING TESTS

The study, by the Adult Education Resource Center in Des Plaines, IL, was prompted by the need to standardize the reporting of educational progress of adult language minority students in the State. The study expanded the findings of the William Rainey Harper College research project that there was a strong correlation between an ESL specific test (CELSA) and an ABE Test (TABE). *(Available from Rodriguos Garreton or Dennis Terdy, Adult Education Resource Center, 1855 Mount Prospect Road, Des Plaines, IL 60018)*

DETERMINING READING LEVELS FOR NON-NATIVE SPEAKERS OF ENGLISH*

The report describes the methods, subjects, activities, and findings from a research project conducted by William Rainey Harper College in Palatine, IL. The research project was designed to conduct correlation studies between adult ESL and adult basic education tests.

ENGLISH AS A SECOND LANGUAGE CURRICULUM GUIDE*

This guide, developed by Horry County School District Adult Education Center in Conway, SC, offers a wide variety of activities that students on various levels can do simultaneously. It is designed for new and experienced teachers who work in multi-level class settings. Teaching methods described are accompanied by illustrative worksheets.

ENGLISH AS A SECOND LANGUAGE PACKAGE*

Mid-State Literacy Council in State College, PA, developed a training package to teach volunteers to tutor students in English conversational skills. The package includes three products: *Tutor Training Guide, Tutor Handbook*, and a videotape of English as a second language instructional methods.

ENGLISH AS A SECOND LANGUAGE TEACHER TRAINING HANDBOOK AND MANUAL

The **Handbook for Teaching English as a Second Language in Adult Education Programs**, developed by Cleveland City Schools, is an 88-page book which includes

a curriculum guide, teaching activities, and suggested materials list. The handbook is accompanied by a **Training Manual for ESL Teacher Trainers--** a resource guide for conducting inservice or preservice training. *(The Handbook is available for $8 and the Manuals for $5 from M. Judith Crocker, Cleveland City Schools, Adult Basic Education, 10600 Quincy Avenue, Room 44106, Cleveland, OH 44101.)*

ENGLISH IN THE WORKPLACE FOR LIMITED ENGLISH PROFICIENT ADULTS
This manual, developed by Fairfax County, VA, Public Schools, Office of Adult and Community Education, describes the steps necessary to establish an English in the workplace program for custodial workers. *(Available for $9.50 from Virginia Commonwealth University, Adult Education and Literacy Resource Center, 1015 W. Main St., Box 2020, Richmond, VA 23284-2020.)*

ESL TUTOR TRAINING GUIDE
Portland Community College, in conjunction with contributors from Lane, Chemekata, and Clakama Community Colleges and Oregon State University, developed a guide for use in training volunteer ESL tutors. The guide contains five modules which can be used independently or in any combination. *(Available for $9.50 from the Office of Community College Services, 700 Pringle Pkwy, S.E., Salem, OR 97310.)*

THE FAMILY LEARNING FOR LIMITED ENGLISH PARENTS AND CHILDREN: AN INTERGENERATIONAL APPROACH*
The handbook, produced by the Michigan Plymouth-Canton Community Education, is designed to allow non-English Speaking pre-schoolers and their parents to study English language skills together.

THE HAITIAN RETENTION GUIDE*
This guide was developed by the Palm Beach, FL, Public Schools to describe the steps that were taken in establishing a program to reduce the high drop-out rate among Haitian students attending English as a second language classes.

A HANDBOOK OF THE JOB-SITE ENGLISH PROJECT
Developed by Orange County Public Schools in Orlando, FL, the project's purpose was to cooperate with local businesses and industries to help limited English proficient employees learn English, literacy, and mathematics skills necessary to maintain or advance their employment. *(Available from ERIC Document Reproduction Service, 7420 Fullerton Rd., Suite 110, Springfield, VA 22153-2852, 1-800-443-3742 or 703/440-1400, Order No. ED 28805)*

IDEA BOOK FOR TEACHERS OF AMNESTY STUDENTS
This handbook was developed by Catholic Social Services and the University of New Mexico. It is designed for programs where the curriculum combines ESL instruction

and civics content. It includes sample units on the flag and an introduction to the Constitutional amendments.

I DON'T SPEAK ENGLISH...BUT I UNDERSTAND YOU
The Center for Literacy in Philadelphia developed this manual to improve the language skills of Hispanic adults. The manual is divided into six units that reflect real-life situations emphasizing pronunciation, vocabulary, listening, reading, writing, and comprehension skills. *(Available for $8.50 from Jo Ann Weinberger, Executive Director, Center for Literacy, 3723 Chestnut St., Philadelphia, PA 19104-3189.)*

IOWA'S ESL STUDENTS; A DESCRIPTIVE PROFILE*
Western Iowa Technical Community College conducted a study to (1) determine what motivates students to attend ESL programs, (2) segment the ESL population into groups based on the way each group is expected to behave with respect to ESL, and (3) segment the ESL population into groups based on ethnicity describing demographic and motivational variables.

IMMIGRATION STRESS: FAMILIES IN CRISIS*
This resource guide was designed to assist teachers of English for Speakers of Other Languages in meeting the needs of immigrant families in Leon County, FL. It is divided into three major categories: socialization, education, family, and community services.

A LANGUAGE EXPERIENCE ENGLISH AS A SECOND LANGUAGE PROJECT: INSTRUCTIONAL GUIDE, TRAINING, AND LITERACY READER*
The Nationalities Service Center, Philadelphia, PA, developed and field tested a training and instructional guide for use in training English as a second language instructors in the Language Experience Approach. The booklet has two sections: Instructional Guide, and an English as a Second Language (ESL) Reader.

ROCK VALLEY COLLEGE PRIVATE SECTOR PARTNERSHIPS FOR ENGLISH LITERACY*
Rock Valley College, in cooperation with Rockford Area Literacy Council and the English Language Study Center at Rockford College in Illinois, began this project to recruit, provide tutoring, and offer classes for English as a second language literacy students at their place of employment. A major strength of the project is the participation level of limited English proficient workers. Objectives, activities, observations, assessment of the workplace programs, and student comments are included in the report.

STAFF DEVELOPMENT GUIDES ON ENGLISH AS A SECOND LANGUAGE
Training guides and video cassettes were developed by staff members at San Francisco State University to provide background information and guidelines for incorporating the key elements of competency based adult education processes into

the beginning and intermediate levels of English as a second language (ESL) classrooms. *(Available for $50 per guide from John Fleischman, Outreach and Technical Assistance Network (OTAN), 320 N. Willow Ave., La Puente, CA 91746.)*

TELL ME ABOUT IT*

La Salle University in Philadelphia, PA, developed a multi-cultural manual designed to give low income minority adult learners from diverse cultures an opportunity to build vocabulary, and to encourage written and oral communication in English.

WASHINGTON STATE ESL CORE COMPETENCIES

This core competencies model curriculum is an integrated system of outcomes, activities, instructional resources, and evaluation strategies based on the latest research in adult learning for limited English proficient adults. *(Available for $100 for three-level set from Adult Basic and Literacy Education, Seattle Central Community College, 1701 Broadway, Seattle, WA 98122.)*

WE'RE ALL IN THE SAME BOAT

The Urban Studies and Community Services Center of LaSalle University in Philadelphia developed a curriculum designed for intermediate and advanced level ESL students. It is divided into six units that give information about crime, poverty, and prejudice. *(Available for $6 from Liz Mercer, Urban Studies Center of LaSalle University, 20th and Olney Ave., Philadelphia, PA 19141.)*

A WHOLE FAMILY APPROACH TO TEACHING ENGLISH AS A SECOND LANGUAGE

The project, conducted by Des Moines Area Community College, Ankenny, IA, is directed toward the English language and cultural adaptation needs of refugee adults and children. *(Available from the ERIC Document Reproduction Service, 7420 Fullerton Rd., Suite 110, Springfield, VA 22153-2852, 1-800/443-3742 or 703/440-1400, order ED 260779)*

WHOLE LANGUAGE USE IN THE ENGLISH AS A SECOND LANGUAGE CLASSROOM*

This instructional guide was developed by Drexel University, the Nationalities Service Center of Philadelphia, the Free Library of Philadelphia and the Lighthouse. The guide contains instructional procedures that relate to a combined instructional approach for Cambodian and Hispanic populations.

APPENDIX E

SUGGESTED RESOURCES

Adult Learning Education Clearinghouse (ALEC)
New York State Education Department
Room 2209
Albany NY 12234
518/473-0238
Provides community and continuing education teachers and administrators with professional resources to help in improving instructional programs in English as a second language and adult basic and secondary education programs. Instructional and curriculum materials are also available. Some of the services include: customized database searches, topical bibliographies, edited searches, and the *ALEC Resource Catalog*.

Business Council For Effective Literacy
1221 Avenue of the Americas
35th Floor
New York, NY 10020
212/512-2415
A national foundation that operates as a clearinghouse between corporations to help them establish workforce/workplace literacy programs for adults. Publications include: *The BCEL Newsletter*, *Monographs*, *BCEL Bulletins*, and other materials.

California Adult Student Assessment System (CASAS)
2725 Congress Street
Suite 1-M
San Diego, CA 92110
619/298-4681
A consortium of education institutions in California that developed an assessment system based on competency-based curricula used by local programs. The system helps to place adults in ESL and ABE programs, as well as in vocational and high school diploma programs, to measure student achievement and to certify competency attainments.

ERIC Clearinghouse on Adult, Career, and Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, OH 43210
614/486-3655 or 800/548-4815

A national information system that identifies, selects, processes, and disseminates information on education. Services include: microfiche or paper copies of materials, review and synthesis of papers, and computer searches.

ERIC Clearinghouse on Languages and Linguistics
Center for Applied Linguistics
1118 22nd Street, N.W.
Washington, DC 20037
202/429-9292
Provides resources to enrich classroom lessons, support research projects, develop language programs, and inform educators on research and practice. Publications and services include: Mini-bibliographies, Questions and Answers, *ERIC Digests*, *ERIC/CLL News Bulletin*, tailored computer searches, special ERIC/CLL publications, and a workshop on ERIC.

ESL Teacher Institute
4665 Lampson Avenue
Los Alamitos, CA 90720
213/594-0095
A skill based training program for teachers of English to speakers of other languages (ESL). It is designed for teachers of adults who are new to teaching ESL, to teaching in adult basic education or to teaching competency-based education. Experienced teachers also find it beneficial as a refresher course, especially as a context for peer coaching. Training components are divided into two categories: competency-based classroom management, and ESL techniques.

Illinois ESL Adult Education Service Center
Adult Learning Resource Center
1955 Mt. Prospect Road
Des Plaines, IL 60018
708/803-3535
Provides a variety of adult ESL staff development activities for teachers and administrators. The Center also develops, and disseminates publications and program development materials in and offers consultation services. Spanish ABE and GED technical assistance and training are also available.

Literacy Assistance Center, Inc. Clearinghouse
15 Dutch Street, 4th Floor
New York, NY 10038
212/267-5309

75

A lending library of instructional materials and professional books related to Adult Basic Education (ABE) and English as a Second Language (ESL) programs. It contains videos and instructional software, professional journals and publishers journals. It also offers workshop handouts, teacher-made instructional materials, and unpublished papers on literacy and language acquisition. The Center publishes a Literacy Assistance Center newsletter.

National Association of Latino Appointed and Elected Officials
(NALEO) Citizenship Center
3409 Garnet Street
Los Angeles, CA 90023
213/262-8503 or 202/546-2536
Distributes a citizenship materials bibliography, conducts regional information meetings, and publishes *The Naturalization Quarterly*. Has a citizenship hotline (1-800-44-NALEO outside of CA and 1-800-34-NALEO inside CA.)

National Clearinghouse for Bilingual Education
1118 22nd Street, NW
Washington, DC 20037
202/467-086 or 800/321-NCBE
A joint effort between the George Washington University and the Center for Applied Linguistics that performs a number of Clearinghouse activities, including developing and implementing an outreach program, conducting needs assessment, and producing and disseminating products.

National Clearinghouse on Literacy Education
Center for Applied Linguistics
1118 22nd Street, NW
Washington, DC 20037
20/ 429-9292
An adjunct ERIC clearinghouse that provides materials and technical assistance on literacy education for limited English proficient adults and out of school youth. It links public and private institutions, agencies, and community groups concerned with literacy issues for the limited English proficient population. It also publishes a newsletter called *NCLE Notes*.

National Immigration, Refugee and Citizenship Forum
220 I Street, NE #220
Washington, DC 20002
202/544-0004

Maintains the English Plus Clearinghouse materials, and provides information on immigration and policy issues.

SER-Jobs for Progress National, Inc.
1355 River Bend Drive, Suite 240
Dallas, TX 75247
214/631-3999
A national network of organizations in partnership with the corporate and public sectors. SER's special emphasis is on addressing the needs of Hispanics in the areas of education, job skills training, literacy, and employment opportunities. SER publishes the *Employment & Training Update*, the *SER Directory*, and *SER America*.

Teachers of English to Speakers of Other Languages (TESOL)
1601 Cameron Street, #300
Alexandria, VA 22314
703/836-0774
An international professional organization concerned with teaching English as a Second Language or foreign language and standard English as a second dialect in many diverse settings throughout the world. Publishes the *TESOL Quarterly*, a scholarly journal; *TESOL Matters*, professional newsletter; and the *TESOL Journal*, a quarterly magazine dedicated to practical and classroom needs.

The Spring Institute for International Studies
1380 Lawrence Street, Suite 600
Denver, CO 80204-2056
303/571-5008
Provides ESL instruction for limited English speakers, primarily refugees and immigrants, using a competency-based approach. It also provides staff development and teacher training workshops, and leadership programs that develop multicultural awareness and skills for individuals working with non-native English speakers.

U.S. Department of Education, Clearinghouse on Adult Education and Literacy
Office of Vocational and Adult Education
Division of Adult Education and Literacy
Washington, DC 20202-7240
202/732-2396

Provides referral services, disseminates publications of State and National significance, on all areas of adult education and literacy, including English as a second language, and staff development.

U.S. Department of Education
Office of Vocational and Adult Education
Division of Adult Education and Literacy
Washington, DC 20202-7240
Contact: Education Program Specialist for English as a Second Language Programs, 202/732-2412
Answers to specific ESL-related questions may be obtained, along with additional specialized information on the National English literacy demonstration program and education programs for adults with limited English skills.

U.S. Government Printing Office
Superintendent of Documents
Washington, DC 20402
202/275-2091 (ordering information)
Distributes three textbooks developed for amnesty classes by the Center for Applied Linguistics. They consist of exercises which integrate ESL language skills with history and civics. *Of the People* (M302) $5.00, *By the People* (M303) $10.00, and *For the People* (M304) $13.00.

APPENDIX F - REFERENCES

Beder, Hal W., Valentine, P., *Iowa ESL Students: A Descriptive Profile*. Iowa Department of Education, Des Moines, 1987.

Bliss, William, *Providing Adult Basic Education Services to Adults with Limited English Proficiency*, Language and Communication Associates, Washington, DC, 1988.

California State Department of Education, *English As A Second Language Handbook for Adult Education Instructors*, Sacramento, CA, 1990.

Center for Applied Linguistics, *From the Classroom to the Workplace: Teaching ESL to Adults*, Washington, DC, 1983.

COSMOS Corp., "Study of Federal Funding Sources and Services for Adult Education, Phase I: Preliminary Report," October 1990.

Griffin, Suzanne, *The Effect of Media Choice on English Literacy Acquisition for Preliterate Adult Hmong Learners*, Doctoral Dissertation, University of Washington, College of Education, 1990.

Interstate Conference of Employment Security Agencies, Inc., *Workforce Trends*, Washington, DC, 1990.

National Center for Research in Vocational Education, University of California, Berkeley, *TASPP Brief* (Technical Assistance for Special Populations Programs), December 1989.

National Center for Research in Vocational Education, University of California, Berkeley, *The Growing Need for Quality Vocational Education Programs for Individuals With Limited English Proficiency*, December 1989.

Pelavin Associates, Inc., *Study of ABE/ESL Instructor Training Approaches: State Profiles Report*, Washington, DC, February 1991.

SER America, *Hispanic Literacy Fact Sheet*, Dallas, TX, Spring 1989.

Sticht, Thomas, *Testing and Assessment in Adult Basic Education and English as a Second Language Programs*, Applied Behavior and Cognitive Sciences, Inc., El Cajon, CA, January 1990.

Terdy, Dennis, and Spener, David, *English Language Literacy and Other Requirements of the Amnesty Program*, Q&A, National Clearinghouse on Literacy Education, Washington, DC, June 1990.

79

Texas Education Agency, *Making a Difference, Operational Guidelines for Adult Education Programs Serving JOBS Participants*, Austin, TX, 1991.

The Free Library of Philadelphia, *ESL Curriculum Guide*, October 1988.

U.S. Department of Commerce, Economics and Statistics Administration, *Race and Hispanic Origin*, 1991.

U.S. Department of Commerce, Bureau of the Census, *Commerce News*, Washington, DC, March 11, 1991.

U.S. Department of Commerce, Bureau of the Census, *English Language Survey*, Washington, DC, 1982.

U.S. Department of Education, *AMERICA 2000: An Education Strategy*, Washington, DC, April 1991.

U.S. Department of Education, *Annual Adult Education State Performance Reports*, 1989.

U.S. Department of Education, *A Summary Report: National Forums on the Adult Education Delivery System*, Washington, DC, August 1991.

U.S. Department of Education, *The Secretary's Awards for Outstanding Adult Education and Literacy Programs*, Washington, DC, 1990.

U.S. Department of Education, Office of Vocational and Adult Education, Division of Adult Education and Literacy, *Special Answers for Special Needs: A Summary of Section 353 Projects*, Washington, DC, July 1991.

U.S. Immigration and Naturalization Service, *Provisional Legalization Application Statistics*, Washington, DC, May 12, 1991.

U.S. Department of Labor, Bureau of International Labor Affairs, *The Effects of Immigration on the U.S. Economy and Labor Market*, Washington, DC, 1989.

Wrigley, Heide, *Adult Education TESOL Newsletter*, "Language and Literacy Teachers: Diverse Background, Common Concerns," Vol. XVI, No. I, Alexandria, VA, February 1991.

Willette, J., Haub, C., and Tordella, S., *Estimates and Projections of the Limited English Proficient Population in Need of Employment Training*, Development Associates, Arlington, VA, October 1988.

U.S. GOVERNMENT PRINTING OFFICE : 1991 O - 304-033

ACKNOWLEDGEMENTS

Appreciation and acknowledgement are due to the following State educators who contributed to this report:

Raymond Eberhard, Administrator
Adult Education Unit
Lynn Savage, ESL Specialist
California Department of Education

John E. Lawrence
Chief of the Bureau of Adult and Community Education
James Dodd, ESL Specialist
Florida Department of Education

Garrett W. Murphy, Director
Division of Continuing Education
Patricia Mooney Gonzalez, ESL Specialist
New York State Department of Education

Pavlos Roussos, Program Director of Adult Education
Deborah Stedman, Director, Adult and Community Ed. Program Development
Dr. Wayne Pate, ESL Specialist
Texas Education Agency

We also extend thanks to the many other practitioners in the field who contributed in some way to development of this report.

DEPARTMENT OF EDUCATION
UNITED STATES OF AMERICA